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The Hillside Infants School, Gwent, in full song during the opening night of this year's School Prom. See report, below, and review, page 21.

Break

...eshire spat

...e time when more than one ...ducation Committee chairman is ...ended in his resignation rather ...than face cuts. Mr Ken Maynard of Ch...shire—a noted exponent of the ruthless economy—is going for ...other different reasons and in a ...ite different way like over his dead body.

Last Thursday the Conservative group on Cheshire County Council called for his resignation as chairman of the education committee, sacked him from his deputy leadership of the group and removed him as vice-chairman of the policy and resources committee.

The only snag is that he has refused to go, and plans to go on leading the education committee from the cross benches over the heads of his political leaders. The committee is aghast, but can do nothing about it until the next full meeting of the County Council on December 20 appoints a new chairman under standing orders.

Maynard, who is still occupying his office at County Hall, said this week: "I plan to carry on until they sack me. It has really happened because I put the education of children before party politics."

Meanwhile he has made the issue public himself with a ringing declaration: "I challenge Richardson (Alan Richardson, leader of the council) to debate in public the full circumstances of my removal . . . ."

The real circumstances are that Maynard's confrontation style with teachers and parents, and the personality cult he has been developing on television and in the press, have created a climate of opposition to the council which has not helped their cutting plans at all. His intention now to hang on to power for another month is described by one colleague as "a final act of egomania".

The style of his contribution to the debate perhaps came through most strongly at the CLEA meeting in July, when he remarked that the education service would be better when it was cut back to the level of the 1930s. As our own editor Stuart Maclure remarked at the time in his column in another journal: "With allies like Mr Maynard, the jarbane and genial Mr Carlisle should feel distinctly uneasy."

"Preserve wild life — Pickle a squirrel."

Black graffiti from a ladies' lavatory in Oxford.

Research findings

Fifteen teachers in search of a network met at Fircroft College, Birmingham, last weekend. They came from nursery, primary, middle and secondary schools. The link between them was that they all believed that teachers should do more research.

The origins of the conference were earlier ones in Cambridge and Leeds, intended to tackle action research in classrooms. But the teachers present felt that they had been outnumbered or outgunned by academics. One of them, Jon Nixon, the head of drama at Woodberry Down School, London, approached various funding bodies for a conference dominated by teachers. The Schools Council obliged.

The Fircroft teachers had done pretty varied research. Betty Perry, from London Road nursery school, had set up an experiment about water play because she simply did not believe a finding that members of Jerome Bruner's Oxford pre-school research group had reported at a meeting.

The finding was that children did not spend long periods of time playing with the nursery standbys of sand and water. Her study suggested the opposite. But it was not easy since she could not discover in the literature or by letter what the Oxford team meant by a long period of time.

Lee Enright from West Moors middle school, Dorset, had kept a careful diary of her class, discovering a lot about children's responses and how teachers can prevent them from learning. David Jackson from Toot Hill comprehensive in Nottinghamshire had done a close study of a first-year class reading *The Midnight Fox* by Betsy Byars. This changed his ideas about children's reactions to a book.

David Gower from Hextable school in Swanley had conducted a small academic project on the learning of chemistry concepts which led to changes in teaching methods at the school. Mike Farr from Goytre Fart junior infants' school in Gwent had done work on pollution.

Plenty of different reasons for research and approaches were given at the conference. There was much talk about the need to "dignify the anecdote—the moments which give meaning to reflection and generalization", and how the experience of a teacher (however closely recorded) could be generalized.

Academics were criticized particularly for involving teachers in projects where the questions and instruments were set for studies that enhanced academic reputations but failed to meet teachers' needs.

Gail McCutcheon, from Ohio State University, summed up the discussion with considerable formal academic elegance. She listed the benefits of teachers doing research. Personal growth, understanding and improving practice was one. Giving others a basis to improve their practice was another.

Challenging other research results was a third, and addressing a specific need was a fourth.

Frog starlet

Jumps ahead

The Common Frog, last week's winner of the *TES* Junior Information Book Award, was produced by two groups of most uncommon men. George Bernard, who photographed the life and times of a frog in most intimate and particular detail, is on the staff of Oxford Scientific Films Ltd. A biologist, he has spent a lot of time in South America collecting butterflies and helping to identify new species, and took up photography as a tool to record what he saw.

He found a natural home at OSF, a truly extraordinary film production company set up in 1968 by a group of Oxford University biologists, new Renaissance men. Brought together by a common interest in film for use in behavioural research and teaching, they combined their academic and scientific distinction with the technological skills to develop the photographic equipment they needed, the creative flair to produce nature films of startling beauty, and the practical commercial sense to sell them to an international market.

They are probably best known for their award-winning television wildlife documentaries (Emmy, Prix Italia, etc), contributions to Anglia's Survival series, and the BBC's "Life on Earth", "Horizon", "World About Us" and "Body in Question". But they are also now much in demand for television commercials and special effects for the new generation of big sci-fi feature films like Superman and Alien, since the equipment they devised for filming natural history can magnify tiny insects to horror size, create rare pulsating images and all manner of terrifying sequences.

Their stills section has produced the photographs for a clutch of books (and more international awards) including *Window Into a Nest* a previous *TES* book award winner.

The senior director, Gerald Thompson, is a tall, spare man in his sixties who used to lecture in forest entomology and looks like a City gent but, like the rest of the team of directors, is just as likely to be found working in shorts anywhere in the world, or in their studios in the Oxfordshire countryside.

The low Cotswold-stone building where they keep vigil for days to record the birth and life cycles of insects, birds and mammals, is an unlikely home for the engineering projects and photographic equipment they have constructed with science fiction names.

The Galactoscope, "a multi-axial, video-monitored, tilting, rotating snorkel system with optional underwater housings"; the Pathfinder and Cosmoglide systems, which give the camera "total freedom of movement in space and can perform any pattern of rolling, pitching and yawing with gyro-stabilized precision"; the Astroprobe, which is capable of performing "fly-throughs" via a pinhole or 1 mm slit, and means that they can shoot an embryonic chicken through its shell, or a bee through the petal of the flower it is pollinating.

Since they were biologists first and photographers and engineers second, the team of seven directors have shown a refreshing lack of inhibition in devising the technology for their purposes, such as using a magnifying glass as a camera lens.

Something of the same innovative energy, untrammelled by previous experience, has inspired the two founders of *The Common Frog*'s publishers, G. Whizzard. Graham Tarrant and Douglas Maxwell had a common background in advertising, design and marketing when they started the firm in 1975 to publish children's books.

"We thought we could introduce a lot of new talent in the way of illustrators and writers," says Tarrant, "and although it was a disadvantage that we had no idea of the mechanics of publishing, the great advantage was that we had absolutely no inhibitions about the people we approached with ideas for books."

Terry Nation, creator of the Daleks, wrote his first children's book for them, as did Alan Parker of *Midnight Express*, who wrote *Puddles in the Lane*, about wartime evacuees in the country. Nanette Newman's *Fun Food Factory* and Claire Rayner's *Body Book* were both best-sellers which grew out of G. Whizzard ideas. And it was G. Whizzard (the name came from a story written by Douglas Maxwell) who approached OSF with the idea for the Nature's Way series, which will soon have chalked up nine titles, including *The Common Frog*, and awards in the United States.

Inspired by the patience and fascination, with which Douglas Maxwell's small daughter observed worms and insects, they thought up the idea of documentary picture books which has led to such fruitful collaboration with OSF. Future developments are only bounded by the world selling appeal of possible subjects, and the time-scale involved. The life-span of a bee, for instance, turned out to be too long; even for OSF.

Tarrant and Maxwell's ideas are now spilling over into adult books too, and they are approaching leading writers with all their old verve, "but we do stop and think now before we cross the road."

"Off-hand I can only think of two subjects on which I almost never write at all, one being education, in which I find myself simply uninterested. . . ."—Bernard Levin.

As far as you're concerned, Smile, an education cut and sharpening your pencil

Palace row

Last week's fuss about ... children being wheeled ... Buckingham Palace gates ... the visiting President ... Indonesia just shows ... how bright ideas can go ...

It was back in the ... someone in the Palace first ... ted that London schools ... should be given a good ... historic State occasions ... Opening of Parliament, ... the Colour and State visit.

Ever since, regular ... 150 tickets or so have ... to County Hall for ILEA ... tribute to schools in easy ... the Palace or route, and ... well until some thinking ... parents complained that ... wasn't the sort of Prom ... wanted their children ... access to. Since this was ... likely to be shared by a ... vociferous critics of the ... regime and its political ... Pimlico's head, Rodney ... pleaded fear of demonstrations ... kept his pupils in school.

Aristides

Next week

- Warnock's failure to ... teachers: Ian Lawson ... Graham Vulliamy ...
- The power of parent ... sure groups 14: From ... Anne Corbett.
- Parents as writers for ... dren: Heather Sutton ... Barbara Tizard.
- "A dread phenomena ... a monster to his fear": ... Hilary Spurling looks at ... recent biographies ... Dickens
- What gives anarchists ... during strength and ... Kenneth Minogue examines ... why anarchists act as they do
- The Letters of D. H. Lawrence: Myra Barrs, in the writer's life through ... correspondence.

Counties bid for fee-paying nursery schools

Conservative controlled county councils are keen to charge for nursery education and are now preparing to ask the Government for changes in the law. At present, they are legally prohibited from charging. The councils say that with charges they could keep the nurseries they have, or even expand. Biddy Passmore reports.

Proposals may be included in Education Bill

The Association of County Councils this week set in motion a scheme to charge parents for nursery schooling. The association's Influential Policy Committee on Wednesday debated the plan to press the Government to challenge the 1944 Education Act, and to consider lower charges for poorer families.

Charges for nursery education are outlawed at present. The ACC's demand was in the original shopping list of legal changes asked for by the counties for the summer.

The proposal will now go before the association's education committee next week where it is expected to be passed. Privately members of the education committee have told ministers they favour being able to charge for nursery education. Whether ministers will agree to the scheme and draft late changes to the Second Education Bill now going through Parliament is another matter.

Although the idea was rejected by Mrs Thatcher in her 1972 White Paper *A Framework for Expansion* and has since remained unpopular at the DES, Ministers may be prepared to consider the option now. After all, the concept has some respectable forebears.

The Plowden Report, 1967, contained a "Note of Reservation on the Organization of Services for Under Fives", signed by, among others, Professor David Donnison (now Chairman of the Supplementary Benefits Commission), Dr Michael Young (now Lord Young of Dartington), Mr Timothy Raison (now Minister of State at the Home Office) and Lady Plowden herself.

It contained the following words: "Extra resources are needed, . . . and will not be forthcoming on a large scale unless the amount of money spent on education is substantially increased. . . . The answer we suggest is a parental contribution."

For the moment, however, the Government is sticking to its view, set out in the recent Public Expenditure White Paper, that councils should be able to make the necessary savings in education through cuts in school milk, meals and transport. Nursery education should not have to suffer.

In the statement of Government policy earlier this month, Lady Young said the long-term objective remained "working towards the provision of nursery education for all children aged three and four years whose parents wish them to benefit from it" (almost exactly the words of Mrs Thatcher's 1972 White Paper). In addition, a small building programme had been retained which should allow some 6,000 additional places over the next two years.

Split in Oxfordshire, page 3

This week

Lucrative double lives of the poly lecturers	10	Leader, Comments	2
Warnock and other Cheshire cats	17	Personal Column	5
Lessons from Life: James Anderton, Chief Constable	4	School to Work	8
Hilary Spurling on Dickens's inner demons	20	Sport	12
The maths children can't do	3	Letters	13
		Overseas news	14
		Features	17
		Arts reviews	21
		Books	22
		Resources	26
		ETV	29
		Talkback	30
		Aristides, crossword	64
		Classified	35

Extra

History: four special pages on the past, present and future of the subject 31

Early spring for young promenaders

by Ian Kellas

"We are gathered here together," Mr Johnny Morris declaimed sonorously to the vast assembly, ". . . to enjoy ourselves." There was a cold outburst of whistling, clapping and shouting and the din filled the great red and gold arena of the Royal Albert Hall. The Schools Prom was under way.

A brass fanfare had hushed the excited chatter at the start of the concert and this was followed by a specially-commissioned cappriccio for wind orchestra. Now there was a slight pause while the boaters, the scarves and the school banners were given a final wave and an overgrown teddybear held aloft to get a better view.

A little discreet scene shifting and the young ladies of Roseberry School were on the platform. "Spring is coming, with sun and blossom." They sang their Haiku so sweetly it was almost convincing. A cardboard cut-out of Beethoven—in green stripey tie—frowned down from the organ loft. Was that a look of grudging approval—or was he just checking that there was no giggling in the back row?

There followed a couple of delicate recorder numbers and a musical fairy story called Rumpelstiltskin. The promenaders by this time were promenading with casual proficiency. Beyond them the musicians could be seen—some in pinafores and pony tails (twitching almost imperceptibly in time with the music).

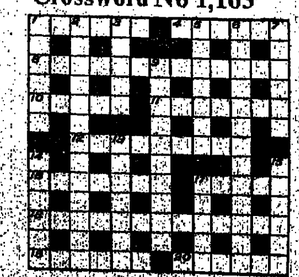
At each brief interval compere Morris entertained the masses. He was most impressive, playing a soldier's hornpipe with his teeth on a fountain pen (how many inky grins will there be tomorrow?). Each time the cheering and whistling was a little louder.

Several uncomfortable looking Snoopies were by now being shaken about overhead and a new banner had appeared: "Hallo Mum!" It seemed an inappropriate slogan with which to applaud St John's Primary School recorder ensemble.

Lord Krishna then came dancing onto the stage in the middle of the

Continued on page 3

Crossword No 1,163



Across

1 Flesh-wounded hero in Everyman's cradle of the deep (7)
5 Ink in not the 27 lapses to be in flower of the Pennines (6)
9 Such borrowing is confusing (5)
10 Sounds not be a-flame (5)
11 Tax-free dividend (4)
12 Procurator of Judea and lie (9)
13 Rose one fit thing (4)
15 Where days of Wine and Roses are to be found (4)
17 Is finale decisive? (4)
19 Counting about 20 Venture north (5,3)
21 Mad Hatter's drink (6)
22 Ruse of Ulysses (7)

Down

1 Eat hunting event (3, 5)
2 Yet it goes on making sounds for hours (3, 5)
3 Norse deity, though dissolute (5)
4 The boar got a bit fishy (7)
6 Cycle about 12 hours (3, 3, 5)
7 The Ecumenical Movement hopes to end it (6)
8 Nothing disfigured in a manner of speaking (10)
13 Not however the sound of a brick being dropped (7)
14 His game has no doubt given Robert a thirst (6, 3)
16 Trees about, Isaac (6)
17 Would not ask more work (6)
18 Sounds as if Ronnie No, 11 (5)
20 Sweet nothing (4)

Solution for Monday's No. 1162

Bridge

If you are going to make adventurous bids you need one of two advantages, and preferably both: a trusting and patient partner, and a deep pocket. The context of today's hand was a robber game among friends who know me as a notoriously weak pre-empter.

I was South, playing with a familiar and perfect partner: a man who bases every bid I make and declines every one I offer. The first principle makes him unhappy from time to time, but not the other night. We were vulnerable when he dealt the following:

I at once opened the bidding with one spade, and ... over-called pre- ... were supposed ... emptively with three diamonds, but without much hope of seriously interrupting communications. West fell badly from grace with a double, stepping straight into the trap prepared by my "notoriously weak" pre-empt. Maybe he hoped his partner held the ace of spades and singleton ace of hearts, and expected a colossal cross-ruff.

My own poor partner could only pass, resigned to a potential four figure loss, and West led his spade. I won with dummy's ace and could see little better to do than take out at least some winners. If they split 4—which I didn't expect—there would be only one down. The 3-3 split astonished me, and I then put East on lead with a second spade.

East now compounded his partner's bidding with a series of playing howlers. He pushed two spades, but failed to notice West's 6 of clubs signal. He cashed the ace of hearts and led his last spade, setting up dummy's 10 as I ruffed.

Psychological knowledge of West now provided me with an overtrick. I knew he held the ace of clubs (from clubs bid and his signal). I unblockingly knocked out the ace of trumps, since enough. He played low on my 4 of clubs to the jack, ... over-called pre- ... were supposed ... loser now vanished on dummy's fifth spade. Plus 1,070 ... instead of 60 for a simple ... Hounds undoubted was a ... result for us.

There are several interesting points about this relatively simple deal. One, a knee-jerk reaction to a pre-empt is likely to be disastrous. Of course a pre-empt is infuriating, but often the best thing to do is go quietly. Two, if in doubt follow R. J. Simon's advice and bid one more. Three hearts by West two down at most, probably doubled, and may even make if defence goes to sleep.

Three, it is essential to ... strength of your pre-empts ... are known to be. Given ... twelve-point hand I would ... and discussion value. Four, ... is nothing like a partner who ... the right thing, however ... he may be feeling about it.

And lastly a brief pause for ... would have saved three ... West knows South has been ... spades and is unlikely to ... have had at least 2 hearts ... East would have played ... had held them. Therefore ... use of most of clubs and holding ... possibly be gained by holding ... the ace.

John Graham

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Assisted places: unloved legacy with an uncertain future

The Government's Assisted Places Scheme has all the appearance of a thoroughly bad plan introduced at exactly the wrong time.

Ministers know this. They are saddled with the scheme as a legacy from the Blessed Norman, embraced by the ever-watchful denizen of Number 10. Its only enthusiastic supporter in Elizabeth House is Mr Stuart Sexton, a political adviser also bequeathed to the Secretary of State by his Shadow predecessor.

On this matter, Mr Sexton is acting as the keeper of his party's electoral conscience: to leave the scheme out of the Bill now before Parliament would be an unacceptable U-turn. But the enabling legislation will not be used till September, 1981. Pressure to delay still longer will mount if the maintained schools continue to be starved of funds.

The scheme is getting complicated—a sure sign that the "system" has begun the process of tissue-rejection. This is important because on one simple level the Conservatives could have a strong head of emotional steam behind them. Many thought the Labour Government misguided when they abolished the direct grant and became midwives to so many new-born independent schools. The same people might have supported a restoration of the status quo. The trouble is that the old direct grant scheme was a historical anomaly: the schools were haphazardly distributed about the country; the money could be made to go further if all awards were means tested. And the direct grant scheme had depended on the good will of local authorities: this has now been withdrawn wherever there is wholehearted commitment to comprehensive education. Secondary reorganization has moved on: there is no simple way of returning to "Go".

So a new scheme has to be centrally administered and to provide means-tested grants towards school fees. Half the children must come from the maintained primary schools. Early next month, the DES will circularize the independent secondary schools inviting them to bid for places. Some might ask for many—even 100 per cent—of their places to be assisted; others might only offer a few places. Frightened by Labour threats to abolish the scheme overnight, many schools will be chary of a large commitment and see it rather as a means of endowing a few scholarships at the public expense.

Having collected the bids, the DES will then consult the local authorities. No doubt many proposals will be hotly contested. It is not yet clear what criteria (apart from geographical ones) will be applied in judging proposals; it has been suggested that l.e.a.s which still run grammar schools might be able to fend off competition from assisted places. Will comprehensive schools receive the same consideration?

Nor is it yet clear exactly how the selection of pupils is to be made. It is now being suggested that it will not be solely on academic merit. There is a greater disposition now to take other things into consideration—or rather, to instruct the schools to do so—to have regard to social disadvantage, alternative educational chances and so on. How the independent schools are to do this is not clear.

There remain the powerful financial arguments which Mr Peter Newsam, the ILEA Education Officer, mounted earlier this year. He claimed that in the circumstances where the competition between assisted place schools and local comprehensives would be most acute, it "could mean that 20 per cent of potential two A-level candidates would move from the maintained to the independent sector."

The operative word is "could". In the latest year for which figures are available (1976-77) some 86,000 students obtained two A levels in maintained schools and FE colleges. It is not instantly obvious that the maintained system would be battered if, say, 5,000 to 7,000 of these had been syphoned off to the independent sector. And when the means test is revealed it may prove singularly restrictive. But, as Mr Newsam suggests, in particular places the effect will be much more severe, and falling rolls will magnify it.

The fact is that the assisted places scheme is being put forward as a major plan for bright children in urban deprehensives. It offers to snatch a few brands from the burning fire while doing nothing for those same city comprehensives. It is to the larger question of how to do about inner city schools which the sixth forms that ministers should address their minds. It is at this level that co-operation between the maintained and independent schools should be explored. This could come about as a by-product of the Sexton plan, but the prospects do not look hopeful.

Comment

Trouble with non-finite equations . . .

The Assessment of Performance Unit's primary mathematics survey is expected early in the New Year. *The Sunday Times* carried a lengthy piece quoting some of the questions, and Bob Doe has also been keeping his ear to the ground (page 3).

Anxiety that the results could be misreported and misinterpreted has bulked large in the APU consciousness and this has been echoed among the teacher representatives. The APU tests are meant to offer an assessment of current standards; that is to say, they are meant to yield dependable evidence about what children can do.

They are not directly related to the teaching syllabuses of the schools. The tests do not assume that all the topics tested are being taught to all the children in the sample. They are not meant to provide a guide to what every 11-year-old should know or be able to do. They include hard questions and easy questions and the test results are expected to reflect this.

The result, the argument runs, should provide a reliable snapshot of the state of primary mathematics in the spring of 1978. Subsequent tests in future years will then show what progress or lack of it is being made.

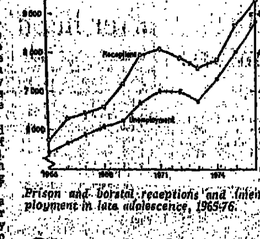
On this basis, the APU tests are like a thermometer reading; they neither kill nor cure, simply record. But there is the analogy slide because thermometer readings are taken in the knowledge that 98.4 degrees is normal and anything above or below is a sign of trouble. For the APU, there are no norms. Nobody can say what percentage of children ought to be able to add up simple fractions or multiply decimals. But there is normal, in the implication, but even this is not stated; the aim is to maintain a studied silence about whether the results are good or bad. They are good if they are statistically valid and there is a reason to doubt their reliability.

This is the only attitude the APU could adopt, the only one its evidence could necessarily justify. But it would be naive to expect ministers, or even HMI inspectors working under ministerial hats, to be allowed to get away with this self-denying ordinance. The public is going to want to know if the results are better or worse than might have been expected.

Miss Willey, for instance, anticipates a temptation to isolate particular failures to the introduction of new maths. Nobody can say for certain how many children could have done or failed to do simple mechanical sums 50 years ago, but this will not prevent sweeping generalizations.

And in one sense, nor should it; the DES ought to have a view about standards and what they ought to be. The DES ought to be able to evaluate these results more intelligently than the general public. That's why there is an army of inspectors.

In the event, of course, the creation of a curricular framework is bound to have a bearing on this, and Her Majesty's Inspectors, who can form a professional view about the teaching of modern languages in comprehensive schools, will also have to dip their hands on primary maths. Already in *Mathematics 5 to 11* they have set out objectives for "the majority of children at the age of 11 years". If a framework, based on these objectives are promulgated next year, people will expect HMI to say whether the results of the APU's survey are good or bad.



Prison and borstal receptions and unemployment in late adolescence, 1965-76.

Short, ineffective shocks

One of the oldest clichés is that young unemployment pushes young people into crime or into the Army. Either way they end up in an expensive government-run institution receiving a "short, sharp shock" of the sort that the Government is now planning to give to a few unpleasant young thugs.

But, defence policy aside, is this really the best that can be done for the young people concerned and is this really the cheapest way of doing it? When youth unemployment prevents young people from earning their own living, the state invariably foots the final bill. But is it more effective to spend what money there is on training and work experience, or the Armed Services, or on supplementary benefits and law enforcement?

Despite efforts at a joint approach to social policy, there is no mechanism for answering that question. The current danger is that in its efforts to save money on various employment schemes, the Manpower Services Commission may simply be passing a much larger burden to social services and the police and prison service.

Home Office criminologists certainly seem to think so (see page 12).

No network of nurseries

When she was Secretary of State, Mrs Thatcher's top priorities were primary education and pre-school. She committed her party to a full network of nursery schools and classes by, save the mark, 1981-82. Unfortunately, her framework for expansion crumbled within a matter of months in the face of the Barber cuts and the holocaust which followed. All that now remains is a pledge to ten Trinkman's expansion, waiting for the fall in the number of under-fives to increase the percentage of the age-group for whom there are places.

Now even that is in danger. Oxfordshire are shutting all their nursery schools on the specious grounds (among others) that as they cannot provide them for all, they need not provide them for any. How could the ambiguities of Conservative philosophy be expressed more succinctly? No wonder Oxford's Lady Young is furious. Of course, as always, the money is cut by central government, but the services are cut by local government.

The latest news is that the Association of County Councils may ask for a clause to be added to the Bill, allowing l.e.a.s to charge for nursery education (page 1). When a powerful Blowden minority suggested this some 12 years ago it was rejected on lofty grounds of principle. Had it been accepted in 1967 there might well be a lot more places for the under-fives now: lofty principles, like kind words, butter no parsnips.

Such a proposal could be important in a more general sense, however. The Government at this moment is cutting education because it believes public expenditure is too high, not because it believes people have too much education. Education is a personal good as well as a public good. Would it not be positively healthy to extend the sources of educational finance, especially when the main source, taxation, is being restricted? The Government have recognized this clearly in the matter of meals, milk and transport. Why not nursery education? Why should there not be provided against a means-tested fee? The Government can have nothing against the idea in principle. All they need do is to apply the Assisted Places Scheme and make it the basis of an incentive-related, fee-paying pre-school programme. Mrs Thatcher would doubtless welcome a reassertion of her priorities.

London in a mess

The Inner London Education Authority seems to be getting itself into a mess over its financial, political and legal affairs just at a time when the services it can provide are at their most vulnerable.

The most extreme scenario, which is beginning to frighten even members of the ruling Labour group since their leader refused to contemplate any cuts at all (page 3), runs like this: The policy put forward by Labour leader, Sir Ashley Bramall, is defeated at next week's meeting of the authority; Sir Ashley carries out his threat to resign; collapse of policy and of the authority's credibility; extreme legal sanctions; Government seizes chance to step in and make a new ILEA in response to popular demand.

We are not, of course, likely to see such a quick three act drama as this. But it is decided to let Irishman's expansion is waiting for the fall in the number of under-fives to increase the percentage of the age-group for whom there are places.

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No comment

"Would you ring us, because as you know local education authorities are very short of money."—Chief education officer's response to a press inquiry.

London cuts attacked from both directions

by Lucy Hodges

Reports of the Inner London Education Authority falling apart or being taken over by Mr Mark Carlisle the Education Secretary look unconvincing in the cold light of day.

Sir Ashley Bramall, ILEA's Labour leader, may possibly resign next week if he loses—he resigned from another body recently on a point of principle—but this looks increasingly unlikely.

The Conservatives will be out for blood at Tuesday's meeting of the authority when the 4.2 per cent cut (£27.5m) will be debated. It is only because of a last-minute Tory decision that the subject will be raised next week, and it shows that the Opposition will fight now as well as in February, next year the expected date of the showdown.

On Tuesday night Professor David Smith, the Tory leader, requested that the subject be aired at next week's meeting. Otherwise it would not have arisen.

The crisis has arisen because neither the Tories nor two Labour rebels will accept the level of cuts. The Conservatives say they are too small (they want 5 per cent) and the Labour left-wingers, Mr Ken Livingstone and Mr Charles Rossi, are opposed to any. This means that voting is likely to end in a dead heat of 26 for Sir Ashley and 26 against.

Sir Ashley may use his casting vote next week and win the day. If he does not, the Tories will demand his resignation. Although he has already threatened to resign, he told the *TES* he did not know if he would.

The prospect of the Education Secretary intervening in the running of the authority looks remote at this stage. Under Section 99 of the 1944 Education Act the minister has to be satisfied that an l.e.a. has failed to carry out its duties spelled out in the Act.

He can then make an order setting out what he wants done so long as this is supported by a court order of mandamus. None of this would be likely to happen until it became clear that the authority could not get its budget through at all, or levy a rate on the boroughs.

Behind Sir Ashley's insistence on going for a 4.2 per cent cut is thought to lie real fears about the future of the authority. The Conservatives have made noises nationally about breaking up the ILEA, and some London Tories are very keen on the idea. Professor Smith wants a Government review of the authority before the break-up he advocates.

Mr. Livingstone, one of the rebels, said Sir Ashley was pushing for such cuts because he thought they were right. "He's the closest thing to Hugh Gaitskell I have ever met," he said. "He doesn't want to see if he can carry the party with him but goes full steam ahead." He thought it most unlikely the Tories would try to break up ILEA.

Oxford Tories set to fight as axe falls on nursery places

by Biddy Passmore

The split among Oxfordshire Tories over the council's decision to end nursery education in the county appears to be deepening.

In a letter to *The Oxford Times* last week Mrs Janet Todd, leader of the Conservative "doves" on the council, suggested that local people who wished to safeguard nursery education, not only in the county but in the country, should appeal against the decision to the Education Secretary under Section 8 of the 1944 Education Act.

She also advised objectors to write to Mr Malcolm Thornton, MP, secretary to the Conservative backbench committee on education, asking him to bring to his committee's attention the need to insert a clause into the current Education Bill protecting nursery education from cuts.

The closures will hit urban children particularly hard. Seven out of the 12 existing nursery schools and most of the 16 nursery classes are in the city. According to a one-day survey conducted in March, 24 per cent of four-year-olds, and only 3.6 per cent of three-year-olds currently receive nursery education in Oxfordshire.

The two factions are fighting over ways of achieving the cut of nearly £1m (0.8 per cent of the education budget) agreed by the full council. At last month's meeting of the education committee, two main options were considered.

The first, proposed by the committee's chairman, Brigadier Streatfeild, involved stopping all nursery education, employing 25 extra secondary teachers to spread the curriculum as school rolls fall, and keeping capitation at its present level.

The second, supported by Mrs Todd and others, would have moved half of the children currently in nursery schools into nursery classes in primary schools, reduced by half the number of extra teachers employed and reduced capitation by about 8 per cent. Mrs Todd's option was passed.

This was not to be. At a meeting of the Tory group before the full council meeting, a backbencher proposed another motion recommending the closure of all Oxfordshire's nurser yschools and classes. This was then put to the full council and passed, although 18 Conservative councillors rebelled by voting against it.

Conservative arguments for nursery closures vary. Some feel nursery education in Oxfordshire is unfairly distributed and that it would be wrong to cut capitation for all children—which has already fallen in real terms over the last few years—in order to subsidize nursery classes for the few.

Others think the secondary curriculum should be protected by employing extra teachers and point out that Oxfordshire already has the third worst pupil-teacher ratio in the country. Oxfordshire has had one of the councils pushing hardest for the right to charge for nursery education.

In an attempt to soothe the rebels, the council has now instructed the education committee to come up with proposals for pre-school education which will cost no more than £77,5000 and will not involve state-provided nursery education.

Officials are planning to present a paper to the schools sub-committee in February. There are two options: either to give all rising fives places in existing primary schools or to give grants to independent playgroups and voluntary bodies to enable them to use existing classrooms at a peppercorn rent for private nursery classes.

Lady Young, the Minister responsible for nursery education, is said to be very angry at the council's decision, which runs counter to official Tory policy and undoes a lot of her own work. As leader of Oxford City Council, she was largely responsible for starting up nursery education in the city. However, she is powerless to intervene and can do no more than express regret in letters to local mothers.

Section 8 of the 1944 Act does not place a statutory duty on councils to provide nursery education. It is therefore doubtful if an appeal to the Education Secretary would be successful. The Act says that local authorities "shall have regard" to the need for educating under-fives, in nursery schools or nursery classes in primary schools.

However, Mrs Todd believes she has now uncovered a schedule to the Act which could prove severely embarrassing to the county council. It decrees that a local education authority cannot take action without first having a report from the education committee. At last month's meeting of the full council at which the decision to end nursery education was reached, there was no report on the proposed cuts from the education committee.

Survey tots up success of primary maths teaching

Most 11-year-olds stumped by not-so-simple sums

by Bob Doe

Primary maths skills are only skin deep according to the first report on national standards from the Government's Assessment of Performance Unit.

The report, which is to be published next January, says that while the 13,000 11 year olds tested appeared to have grasped some basic skills and concepts, they had trouble with anything more than the simplest sums. There was a sharp decline in performance as this grasp of concepts was probed more deeply or where there were several steps in the calculation.

Questions were in 13 categories of concepts, skills and applications covering virtually everything that might appear in a primary maths curriculum. The 11 year olds were not expected to answer all the questions, and the tests were not necessarily pitched at the right level for the age group.

The average score was 49 per cent although no significance is attached to that figure; the inclusion of more difficult or easy questions would have altered it. And no attempt is made in the report to interpret the extent to which poor results in any area are due to poor performance by pupils or because that topic had not been taught.

The report was written by researchers at the National Foundation for Educational Research but heavily vetted by the Department of Education and Science, HM Inspectors and various consultative committees. It sticks to the baldest outline of facts, leaving most of the interpretation of the significance of their findings to what one researcher called the "informed judgement" of others.

To assist in this the report contains about 10 per cent of the 1,000 or so questions asked in the 2G versions of the APU test.

It appears that most children could not handle fractions without a common denominator, and only half could multiply 381 by 11 or divide 816 by 8. About half had trouble with subtractions involving equal additions.

Most could only handle fractions with a common denominator. Three quarters could put figures with one place of decials in order of size but less than a quarter could do the same for two places of decimals.

While most had a grasp of the concept of area, only about a third could say what the area of a square with sides measuring 3 centimetres was. Numbered scales gave little difficulty but few could interpolate between the numbered points on graphs or thermometers, or draw conclusions based on these readings.

The complaint that children cannot apply their mathematics in unfamiliar situations is not new. However, some of the questions may have been confusing, difficult to read or testing something other than mathematics.

There is for instance a curious difference between the scores on two questions that are apparently identical mathematically. Over half (57 per cent) answered correctly to:

In a game Jane got three points for every eight points that Judy got, and Judy got 24 points. How many did Jane get?

But only about a quarter (29 per cent) got the correct answer to:

In the time that Zena takes to sharpen two pencils, Rachel can sharpen three. When Rachel has sharpened 12 pencils how many will Zena have done?.

The difference between the two scores on these questions may be statistically significant but it is not clear what the educational significance is.

Another question said:

A batting average in cricket is found by dividing the number of runs scored by the number of runs out.

Boycott was out five times and scored 500 runs. What was his batting average? Only a quarter got the right answer but could it be assumed from this that a quarter could not divide 500 by five

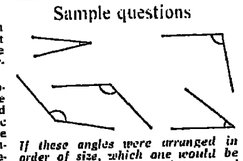
The APU also reports on the performances of different subgroups; boys and girls, different sizes of school and regional variations though local authorities cannot be distinguished.

One finding likely to cause a stir is that children in smaller classes tend to do *worse* than those in big classes. This does not necessarily mean that bigger classes are better. Small classes will include many remedial groups.

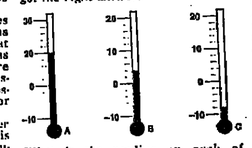
Earlier drafts of the report also included separate and better results for independent schools but these are omitted from the final report. This is because an undertaking was given to the independent schools when they agreed to participate in the testing that separate results would not be published.

This agreement may be renegotiated as it distorts some of the results. Independent schools are concentrated in the South and tend to be among the smaller schools. This is likely to be a particular nuisance in the report on maths in secondary schools which is due for publication in the Spring.

Sample questions



If these angles were arranged in order of size, which one would be in the middle? Put a ring around the middle-sized angle 63 *per cent got the right answer.*



What is the reading on each of these thermometers? 83 *per cent could read a;* 54 *per cent got b;* 21 *per cent got c.*

	Percentage of right answers
Put these decimals in order of size, smallest first: 0.07 0.23 0.1	21
What number is 10 times 0.5?	34
It stands for a number: B−9=21; so B−10=?	51
256 children are going to have ten at the Children's party? Eight can sit at a table. How many tables will be needed?	53
Put a ring round the number that is the same as 7 tens. 107 70 7 710	86
76×7=	57
314 ×201	29
1+1=	28
How many times is 0.1 greater than 0.01?	47

Bolton faces court action on grammars

by Stephen Cohen

Bolton education authority will be taken to court if it does not stop work on creating grammar schools. The local branch of the National Union of Teachers has been given permission to apply for a judicial review of the authority's plans to retain the 11-plus examination and set up selective schools.

Lord Widgery, the Lord Chief Justice, granted Mr. Michael Ellin, secretary of Bolton NUT, leave to apply for a review this week on two grounds:

- that the Bolton authority had failed to consult the NUT, other interested parties and teachers generally affected before making a decision on October 31 to publish Section 13 notices under the 1944 Education Act relating to a change in the character of schools, and before the publication on November 16;
- that the authority failed to comply with the provisions of the collective disputes agreement. The authority published Section 13 notices four days after Bolton NUT had declared a dispute because of the lack of consultation.

The basis of a collective dispute is that on its declaration, neither party will take any action to implement the disputed decision until the dispute is resolved.

Ballot for strike action over head's suspension

A secret ballot for strike action is to be held in Warwickshire by the National Union of Teachers over the suspension of a headmaster.

The union is angry at the treatment meted out to Mr Charles Holbrook, head of Milbey Middle School, North Warwickshire, two weeks ago. The dispute centres on a half-day withdrawal of labour on November 15 when union members at the school stayed in their staff room in protest at the local authority's refusal to provide supply teachers.

The day before, Mr Holbrook was told by the local authority to ask teachers whether they intended to refuse to carry out the half-day sanction which had been approved by the union. He refused, on NUT advice, and was suspended immediately. The staff responded by withdrawing their labour for the whole of November 15.

The following day Mr. Holbrook was reinstated but reprimanded. The NUT now wants the reprimand to be withdrawn, and, if the authority refuses, is prepared to call a strike if members agree.

The schools prom

Continued from page 1

promenade, decorously pursued by his girlfriends, all members of a quiet troupe from Imphal in Manipur, "Jewel City" of the Himalayas. Pretty Krishna, decked out like a Christmas tree and sporting baggy orange trousers, gyrated gracefully around to the rhythm of pipe and drum while his hands caressed the air. The dance of the cricket led by Manipuri insects with long red horns and daggers set the Albert Hall audience clapping and stamping in unison. Even the traffic-jammed UFOs floating silently above (for neconstic purposes, presumably) seemed to sway. The dance was like a bonfire.

Baby Elephant Walk, a Dalmatian lache Tango played by twenty accordionists, and a Sinfonietta for Wind by Joachim Raff led on to Schubert's magnificent Unfinished Symphony.

Many in the audience were deeply moved; others were at the fidgeting stage. A few darts glided overhead.

But then came the moment everyone was waiting for: the orchestra, 170 strong, plunged into Land of Hope and Glory. Antony Hopkins, the guest conductor, lashed out, his white cuffs flapping out of his tail suit, his eyes gleaming. There was a great surge of sound, the audience was on its feet and bouncing, up in the galleries school children and scarves were waving vertiginously, and the air for a bit was full of streamers and balloons. Even the elderly uniformed commissionaire was juggling his knees.

NEWS

Third of staff cynical about in-service courses

by Bert Lodge

Almost 300 out of 1,000 teachers taking part in a survey of in-service training said that most teachers they knew thought it a waste of time. A further 34 per cent had no opinion and 33 per cent disagreed that it was a useless activity.

This emerged from a questionnaire to which 990 teachers responded from 50 schools in Avon, Wiltshire, Ealing and Northampton which were taking part in in-service projects funded by the DES. A team from Bristol University school of education led by Mr Keith Baker, is monitoring the projects.

Cynical attitudes among their staff towards in-service training (INSET) was confirmed by some of the heads taking part. Asked about the quality of courses they had personally attended, only 29 per cent of teachers viewed them favourably, 21 per cent gave a mixed response, 35 per cent offered no opinion at all while 15 per cent responded unfavourably.

While 82 per cent agreed that a school should establish an INSET policy linked to the aims of the school only 13 per cent reckoned their school already had one. No more than 23 per cent were satisfied with their school's method of dealing with INSET and 35 per cent were critical. A neutral opinion was held by 34 per cent.

With the proposition, "There are general school problems for which INSET for the whole staff is appropriate," 70 per cent agreed and only 7 per cent strongly disagreed. Over 80 per cent thought heads and deputies should take action to use INSET for staff development.

Mr Baker said that as the projects developed he expected demands from teachers for INSET to increase.

Heads threaten ban on school snacks

by Stephen Cohen

Headteachers warned the Government this week that they will ban pupils from eating sandwiches unless extra staff are hired to supervise them. The National Association of Head Teachers said in a statement to the Government and MPs that there would be no co-operation and the "fiercest opposition" if the problems over sandwich lunches were not resolved.

Mr David Hart, NAHT general secretary, said: "Heads who are concerned with the social training of their pupils will not stand idly by and see their schools turned into crumbly 'snacketerias'."

The Government's Education Bill proposes to give local authorities freedom to opt out of providing proper lunches but compels them to allow pupils to eat their own food in school.

Mr Hart said no thought had been given to the problems that would arise. "For example, these pupils will need to be supervised, provided with a place to eat, found storage space for their sandwiches on luncheon boxes during the morning session. And someone will have to clean up after the meals.

"Schools generally do not have the facilities to cope with an increase in sandwich meals and these will have to be found and paid for. If that is not possible then the Government should abandon its proposal, compulsion and leave them free, in consultation with their local authorities, to decide whether sandwich meals are possible in individual schools or not."

In other comments on the Bill now going through its committee stage in the Commons, the leader of the 21,000-strong association deplores the assisted places scheme which will give parents' grants to send their children to independent schools. The money should instead be spent on improving standards in comprehensive schools.

Lessons from life

James Anderton, Chief Constable of Greater Manchester, on the changes he would like to see in schools—and beyond them

I could not resist the temptation to begin my contribution to such an illustrious publication as *The TES* by recording my modest academic achievements, though they are hardly likely to strengthen my credibility. It all depends what you think. From an independent Church junior school I won a scholarship to grammar school and left at the age of 16. Years later, as a young, ambitious police constable, I studied criminology part-time for three years at Manchester University, obtaining distinctions in criminal law, sociology and the psychology of crime.

Two lengthy spells at the Police College, attachments to other professional institutes and much diligent reading have helped to perpetuate my education. Aristotle was right when he said that "Education is the best provision for old age" and that "Educated men are as much superior to uneducated men as the living are to the dead". The first lesson we learn, therefore, is that education is not confined to school and classroom. It is part of the continuing process of life.

Recently, as part of my voluntary public duty, I visited a small church school in Greater Mancester very similar to the one in which I began my own education in Wigan just 42 years ago. It was a nostalgic moment for me as I thought back to my own early days. My attention was drawn to a foundation stone showing that education for children in that coal mining neighbourhood first came in 1822 when the Sunday School was built.

That church was the local genesis of formal education. The old school building still forms a stimulating and important part of the enlarged and modernized school, the staff of which have successfully merged the great traditions of the past with all the exciting new possibilities of the present and future.

Across a pleasant playing field was another school property; this time purposely and beautifully built for seriously disturbed children attended by an equal number of highly trained specialist teachers. That told a very different story, but only to a point, for both schools shared the green grass between them; both schools showed the same loving care and example for the children in their charge. I was witnessing education at its most profitable best.

My life as a chief constable and my active and widespread participation in youth work bring me closely in touch with every kind of educational establishment, from the smallest play group, through comprehensive, grammar and public schools, to the noblest universities.

Naturally they differ in style and objectives, and sometimes the essential motivation of similar schools changes according to whichever local political party happens to dominate. At least that is how I see it, but, as a layman, I am, perhaps, not particularly well qualified to judge.

Suffice it to say I have always supported a dual approach whereby the state accepts the duty to provide educational opportunity for all without, at the same time, denying private education for those who can afford it: "The best for the most" would be my motto in this respect.

Education remains one of those eternal mysteries that can never be properly fathomed. It is a bit like the universe. We all pretend to know what it is but none of us is able sufficiently to understand it, least of all explain it. We are all supposed to want it and need it; indeed, we are all obliged to have it, whether we like it or not.

A primary purpose of education is to stretch a person's IQ to the limit, to train the mind, build up character, develop the personality, instil knowledge, teach skills and somehow make people aware of and use their whole selves and talents. Certificates, diplomas, degrees and other awards of distinction there must be, but they are surely not the sole accolade of intention.

The real and ardent test of education is its capacity to create and mould durable, respectable, fulfilled, considerate, good-mannered and happy human beings. People who know how to live with their fellows; sharing successes and failures.

In a relatively short time basic education has leaped forward into a mind-boggling age of science and technology that can only be the threshold of even more startling discoveries. Not all that long ago schoolchildren wrote with chalk on pieces of slate; now they use pocket electronic calculators instead of pencils.

But things seem to have gone sadly awry. As educational opportunity has multiplied, doors in the highest seats of learning have opened to thousands for whom such privileges were hitherto an impossible dream, as the boundaries of education have stretched to enclose neglected knowledge, so the problems of society have increased with corresponding magnitude. Economies have collapsed. Family life has suffered and often completely broken down. Juvenile delinquency remains largely unchecked. Teenage is everywhere. Television and advertising pressurise the young who now stand exposed in the market places of the world.

Moral standards have dissipated and traditional values proclaiming obedience, respect, honour and good citizenship have been substantially eroded. Steadfast beliefs in rightfulness have been abandoned in favour of suspect liberal concepts and harmful, unrestricted freedom. There is unacceptable violence and a crippling lack of effective discipline in too many of our schools. In some of the worst affected areas of highly trained specialist teachers are simply a bad lot, but other children merely get cannable results, exactly condemned or discouraged by some teachers, has replaced caramel sweets and an attachment to alcohol can be more popular than organized sport as a schooltime activity.

As in all major professions, including the police service, which I refer, of course, to burglary damage in schools, most of it attributable to children. In just months this year in my police district no less than 441 schools were burgled and 132 damaged by vandals. By the end of the year the number of attacks on schools will have reached 3,500 at an approximate basic cost of £250,000; taking no account of the serious cases of arson. It is clear therefore that the needs of many good children are being adversely affected and their potential limited by the mindless behaviour of a few of their own delinquent colleagues. So what can we do against a background of this kind?

First of all it is my considered view that children respond best where firm discipline is properly and consistently applied; opportunities inside and outside school are linked together and maximized and personal leadership and example of the finest quality exhibited by trained, responsible people.

In this connexion it is sad to reflect that many good neighbourhood schemes for children are thwarted by the apparent reluctance of some teachers to cooperate. This means giving up their own free time. Weekend and evening adventures in which I have been both publicly and privately involved have been totally nullified because teachers have declined to accompany and safeguard invited groups of children. There is room for considerable improvement here.

On the credit side, however, where surely the scales weigh heaviest, there are countless examples of outstanding work by excellent and dedicated teachers who strive constantly to put service to children before self. The police have been proud to help them and their enlightened directors of education in numerous beneficial pursuits for children inside and outside school hours and the school curriculum.

I am convinced that the most pressing need among young people is for the security and joy that stem from a stable environment and lifestyle based on sound principles. My duties towards church schools will be evident, and while I do not wish to press unreasonably for better religious education I, nevertheless, feel there is much to commend it. It is important that if children are to grow up untainted and unharmed by hedonistic and amoral influences they should be brought to know the spiritual values that inculcate kindness, honesty, unselfishness and truth.

Given this degree of human understanding there will be less need to propagate some of the sociological nonsense that passes for education in some schools or explain explicit sex to children who do not need it. I have been absolutely appalled by some of the half-baked notions served up by trendy teachers in some schools and brought to my personal notice to distraught and disgusted parents.

Perhaps I can sum up my scattered thoughts in this way. "Education", stated one anonymous writer, "is what you have left over after you have forgotten everything you have learned." That, for me, is the essence of the matter. It points to the need for at least as much attention to be paid to the development of personal qualities, good character and good citizenship as to academic excellence which counts for little in the absence of the rest.

There seems to be an alarming gap between ambition and achievement in the lives of many unfortunate youngsters, especially in deprived inner-city areas, who have far too much unguided and uncommitted leisure time. Everything possible should be done by education authorities, youth organizations and voluntary bodies, acting in conjunction, to provide the finance and resources currently unavailable.

Education is an all-embracing function from which no agency is excluded. Teachers, parents, police, churches and the state, through its political machinery, have a common duty to all our children. They are the brightest stars in the galaxy of life and our greatest hope for the future. We must not let them down.

The moral heart of the matter

NEWS

Assisted places scheme may embrace wider range of children

by Biddy Passmore

Important aspects of the Government's Assisted Places Scheme, which is intended to help bright children from less well off families go to independent schools, are still far from settled.

The Education Bill, now in committee, outlines only the barest details of the scheme in two vague clauses. The regulations to come later will therefore be crucial.

They will cover such matters as the scale of fee remission, the proportion of assisted place children to be drawn from local primary schools and the criteria on which children are to be selected for places.

The most important new development seems to be a shift in the criteria for selecting children. The simple aim of giving financial assistance to "able children from modest backgrounds" has become more complex. The regulations to be drawn up under the Bill are expected to give schools guidance on what factors they should take into account once the child has passed the entrance exam.

There will include "need" in the broader sense, that is, the child's home background or the availability of good comprehensive schools near the child's home. This change may be in response to a speec by the chairman of the Headmasters' Conference in September, when he suggested that places should be awarded on grounds broader than the purely academic.

A further significant change lies in the Government's intention, now openly stated, to give priority at first to inner city areas without grammar schools. When deciding whether an independent school should join the scheme and how many assisted places it should have, the Secretary of State will take into account existing provision in the area. If there are good selective state schools, as in Kent and Kingston, an application is unlikely to be approved. This news is certain to reassure a number of Tory l.e.a.s who were worried about the possible effects of the Assisted Places Scheme on their grammar schools.

Details of the scheme, but not the likely income scales, will be sent out next month in a letter and questionnaire to the governing bodies of all independent schools and all direct grant schools which have not yet changed their status. Once the Government has ascertained their views on the scheme and likelihood of joining it, draft regulations are likely to appear in February or March. The final regulations cannot be published until the Bill becomes law.

The Girls Schools' Association, which represents 220 independent girls schools, has not made any collective reaction to the scheme. At last week's annual conference, headmistresses' views seemed to be mixed.

Many voiced the familiar reluctance to join a scheme which might be overturned a few years later by a Labour Government. A large number were still confused about the workings of the scheme after a question and answer session with Mr Stuart Sexton, political adviser to Education Secretary, Mr. Mark Carlisle and feared it might be too complicated to operate. And nearly all complained that they had been left in the dark about the details for far too long.

Unions to stick with Clegg

by Stephen Cohen

Britain's second largest teachers' union failed to win the support of five other unions this week to opt out of the Clegg Commission on pay comparability.

Leaders of all the other unions on the teachers' side of the Burnham Committee, which negotiates salaries, turned down a request from the National Association of Schoolmasters—Union of Women Teachers that they should withdraw from Clegg.

Last week Mr Terry Casey, the union's general secretary, called for a summit meeting of the six unions. He wanted to scrap the agreement to submit the teachers' 38.7 per cent pay claim to Clegg on the grounds that the Government was interfering with its work and that the promised January interim pay award would not be made.

He claimed that the commission, chaired by Professor Hugh Clegg, could not give a fair judgment on teachers' salaries because the Government had decided there was going to be a fixed sum available for pay rises in the public sector.

A spokesman for the commission said there was no question of the Government issuing instructions. The commission was an independent organization.

There was a distinct possibility, though, the spokesman added, that the interim report would not be issued on time.

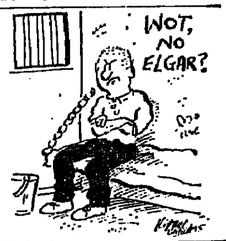
Earlier this year the teachers agreed to go to Clegg on the assurance that the first part of their pay rise would be due in January.

"There are so many ifs and buts", the spokesman said. "It depends on teachers getting through their work in the judging panels and giving their oral evidence. There is a lot of pressure on the commission to get an interim report out, and if it is humanly possible, we will do so. But the timing is very, very tight."

A two-week delay in the commission's work was caused by half-term holidays in Scotland. Other setbacks were created by the thoroughness with which the teachers examined every step of the exercise and the challenges made to various aspects of the scheme which involves comparing teachers' jobs with those of other workers.

According to the timetable, the commission's report is due to be written between December 10 and the Burnham Committee. Four thousand more members are needed to make the NAS-UWT more than half the size of the NUT.

Jails suffer the unkindest cut



In an effort to spread the agony of the education cuts, prison officers of Bristol and Stafford jails are refusing to let their charges out of their cells to go to evening classes.

Members of the Prison Officers Association voted at their local branch meetings to refuse to unlock cells so that prisoners could attend classes and to refuse to supervise them.

They emphasized that they did not intend to stop the essential "three Rs" classes which normally take place during the day; but because children outside were suffering, inmates should not continue to enjoy basketry, music appreciation or computer programming.

The Association of Teachers in Penal Establishments, which is affiliated to the National Association of Teachers in Further and Higher Education, is upset by this action. Mr Denis McCarthy, president of the association, is fearful for the livelihood of his members. Some have already been put out of work, he claims.

Personal column

John Rae

Nibbling at the core

I applaud the Government's intention to give a lead on the curriculum. Its comments on circular 14/77—the survey of local authorities' curricular policies—clearly indicate it recognizes the need for an initiative. Understandably they have stopped short of saying that a core curriculum of essential subjects as well as the core of knowledge to be covered by these subjects will be made compulsory but that is the implication of Lady Young's comments. I warmly welcome that implication. A nations framework for the curriculum is long overdue.

The cry of "I told you so" is not endearing but for the record I would like to quote from my chairman's address to the Headmasters' Conference in 1977. I said then "I believe that in this critical period when our education needs to be modernized we must accept a greater power of direction in curriculu mand other matters from the Secretary of State. . . . I do not see how we are going to make the education system more responsive to the changing historical situation unless the central government has more power to tell us, the teachers, what to do".

Some of my more sceptical friends thought I had inserted this passage just to stir an otherwise rather solemn occasion to life, but they were wrong. I believed what I said then and I believe it now.

The public and private response to that section of my address was almost universally hostile. The great majority of those who commented in the Press or in letters to me were against that the headmaster of an independent school should suggest that the Government ought to exercise some degree of direction on the curriculum. The Left accused me of fascism; the Right of socialism. An HMC colleague whose views I have always respected said that what I proposed was tantamount to handing over our consciences to the Government.

The principle attack came in the *Daily Telegraph*. A leader of September 24, 1977, firmly rejected the idea that the Government, identified with "bureaucracy" and "the Curzon Street philosophy" of egalitarianism, should have any power to tell schools what they should teach; and added "His colleagues who are made of firmer stuff would do well to put him right".

Some of my colleagues certainly tried. Nor were their arguments unreasonable. We agreed to differ. One wrote to the *Telegraph*: "I feel confident that the majority of HMC members would resist any surrender to direction from the Department of Education and Science in the interests of forecasts of manpower needs made by the Think Tank or any other research organisation that the Government should be the agency through which changes in or control of the curriculum should be brought about. "All evidence suggests", he wrote, "that in the last 15 years the Government direction has been totally inept".

Other correspondents to the Press implied that with the regulation of the curriculum might be tolerable in maintained schools, independent schools by their very nature should be free to teach what they liked. "In paying my money and taking my choice", one wrote, "I do not want any government to begin to tell me (which is what it amounts to) which subjects my children should take. So please no more encouraging the Government to interfere with a vital part of our private enterprise system."

The National Chairman of the British Students Association saw my proposal as a clear step towards fascism and corporatism, arguing that "A nation as unproper only if its best minds are guided in their natural direction—not regimented at the wish and whim of bureaucrats. To achieve that less control is required not more."

One of the few commentators who agreed with me was George Gale in *The Daily Express*. "I am convinced that Dr Rae is right", he wrote, "If a curriculum has to be centrally imposed it would best be imposed on all schools."

The Daily Telegraph was fair enough to give me space to reply to my critics. In doing so I repeated the main argument that I wanted to see the power of the Secretary of State extended "to include responsibility for establishing after discussion with all the parties involved a national framework for the primary and secondary curriculum. . . . My guess is that within 10 years—probably five—a Government Conservative or Labour, will have accepted its responsibility for the curriculum I have outlined."

Only two years later a "national framework" for the curriculum is proposed by this Conservative Government, and I have no doubt that if a Labour Government had been returned to power it would have taken the same line. I take not credit for that. The idea has been around for a long time. What does interest me is that those who reacted so strongly against my proposal in 1977, have not thought it necessary or prudent to condemn the attitude of the present Government. The only consistent opponent of a national curriculum is the National Union of Teachers; I do not agree with them but I respect their consistency.

The Government's approach is still tentative, but what is so encouraging to those of use who believe that a national framework for the curriculum is essential is that it has the courage to challenge two deeply held but—in my view—dangerous attitudes: first, that what is taught in schools is a matter for the academic world alone to decide; and secondly that the Government has no role in ensuring that the curriculum bears some relationship to the real needs of society. As the NUT rightly asserted, that is a more revolutionary break with the past than many commentators have appreciated. I hope the Secretary of State and his team will see through to its logical conclusion, the revolution they have set in hand.

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NEWS

Bert Lodge follows the epic legal campaign mounted by a teacher who would not accept that her sacking was fair

The trials of Miss Nothman

Monday was the fifty-sixth day in the odyssey of litigation embarked on nearly three years ago by Miss Miriam Nothman, a 64-year-old North London mathematics teacher.

Since being dismissed by the London Borough of Barnet from her job at Copthall comprehensive school in December 1976, for alleged incompetence, her pursuit of justice has taken her to one industrial tribunal and through another, before two employment appeals tribunals, twice along the stone-flagged corridors of the Court of Appeal and once among the leather and polished panelling of the House of Lords.

She has won one famous victory which righted an injustice for every woman in the land. Yet it was a triumph she brushed aside with: "This is not the battle I set out to win. I want reinstatement."

And she kept on the road. Just as she resolved to do on Monday after three appeal judges rejected her plea for reinstatement. She will petition the House of Lords. If that fails her eyes are already on the European Court of Human Rights at Strasburg.

The right to compensation for being unfairly dismissed she already has, and an industrial tribunal has been given 15 days from next Monday to start assessing this. But Miss Nothman said on Monday she would not be submitting any evidence. "I reckon the most I can get is about £5,000. I am not interested. It is reinstatement I want though I would probably accept reengagement—another job in Barnet but in a different school."

Miss Northman's first steps through the legal labyrinth began early in the spring term of 1976, four terms after she had taken up the appointment at Copthall. After complaints about her teaching, an O level form was taken from her and Miss Nothman called in the regional official of her union, the NUT.

The domestic procedures had started but they did not save her and her contract was terminated on December 31 1976 because she was judged "not able to carry out the duties and fulfil the obligations required of a teacher in her position".

One of her complaints is that although the head visited her classroom once or twice the only authority adviser who came was for science, not mathematics, and she was never observed by one of Her Majesty's Inspectors.

Less than a month after having to leave Copthall, Miss Nothman appealed to an industrial tribunal on the grounds that she had been unfairly dismissed. She was told her case could not come before the tribunal because she was over 60, the normal retiring age for women. It was all in the 1974 Trades Union and Labour Relations Act. The NUT advised her there was little point in trying any further.

Her characteristic determination took over. From that day she has prepared and conducted her own case at every appearance and when she finally persuaded the Court of Appeal to reverse the discrimination against women written into the 1974 Act, Lord Denning complimented her on the admirable presentation of her case.

Just before that judgment, later confirmed by the House of Lords, Miss Nothman said, "If I win here, then my real battle starts."

The first shots were sounded when she appeared before an industrial tribunal early last year. After a hearing lasting 43 days the tribunal ruled that she had not been unfairly dismissed. However, it was a majority—not a unanimous—verdict by the three-man panel.

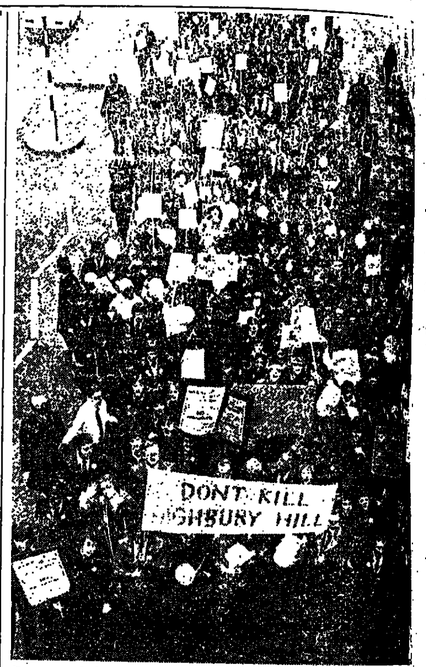
Miss Nothman appealed to the Employment Appeals Tribunal and after a six-day hearing in July and August this year the judgment was set aside on the grounds that the Borough of Barnet had failed to warn the plaintiff that she faced dismissal "unless improvements were made in certain specific ways".

But the appeal tribunal still refused to order Miss Nortdiman's reinstatement, believing that relationships between her and some members of staff would have deteriorated too far.

Instead it decided that there was a case for compensation to be considered by an industrial tribunal "differently constituted" from the the original.

It was dissatisfaction with this decision which led Miss Nothman once again into the Court of Appeal on Monday. She maintained that it was Barnet's unwillingness to reemploy her which had influenced the appeals tribunal when there was in fact a shortage of maths teachers.

Lord Justice Ormrod and his colleagues were unimpressed. Miss Nothman, though disappointed is not disheartened. She went home to begin preparing the case for conspiracy she will shortly be bringing against Barnet.



Parents and children marching in protest last week.

Highbury schools wait to hear their fate

The time limit for lodging protests against the closure of Highbury Grove, the North London school of which Dr Rhodes Boyson was headmaster, ran out this week.

Mr Mark Carlisle, Dr Boyson's colleague in the Department of Education and Science, is now deciding its fate—and that of another local comprehensive, Highbury Hill, formerly a girls' grammar.

Both schools face mergers with other comprehensives in Islington, as part of the Inner London Education Authority's plan to reorganize schools in the borough. A vigorous campaign was launched to save Highbury Grove, also a former grammar school. Newspapers have contrasted its A level results—40 passes last summer—with that the two achieved by Islington Green School, which is to remain open.

The Islington Green governors and head, Miss Margaret Maden, haveee responded equally vigorously. They point out that when intakes as well as results are taken into account, Islington Green, which in the past has had few children of top ability, has done rather better in an examinations than might have been expected.

Last week more than 600 parents and pupils from the two schools marched to the Department of Education and Science to hand in a petition with 40,000 signatures in an appeal to Mr Carlisle to re the ILEA's decision. Two were forbidden by the authot take part in the march.

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The Islington Campaign for Advancement of State Educa has written to the Education Se tary in support of the ILEA's which it says gives full consi and support for pupils cause with the fewest disadvantages a are inevitable when numbers and schools have to be closed.

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More teachers, fewer pupils, and slightly better ratios

Numbers of under-fives and over-16s in schools grew last year, along with the numbers of teachers, but the overall school population fell by 103,000 to 8,438,900. Overall primary school numbers fell for the fifth year in succession but secondary numbers reached a new peak.

According to figures released this week by the Department of Education and Science, the numbers of pupils in nursery classes went up by 9,000 between January, 1978, and January, 1979. The numbers of under fives in primary schools went up by about 13,000. This meant that 18.7 per cent of three-year-olds and 54.7 per cent of four-year-olds were in school on a full or part-time basis.

The numbers staying on beyond the compulsory school age increased by about 8,000, but this increase is less than that of the peak year of 1977. The numbers transferring to further education at this age has also increased.

Teacher numbers went up by 3,100 to 425,500. Pupil-teacher ratios fell from 23.6 to 23.1 in primary schools and 16.9 to 16.7 in secondary.

DES Statistical Bulletin 13/79 from DES Elizabeth House, York Road, London SE1.

Colleges best for science

Science and mathematics sixth formers stand a better chance of passing A levels in a sixth form college, according to figures just released by the Association of Principals of Sixth Form Colleges. About half of the 106 sixth form colleges answered the questionnaires.

About 75 per cent of the entrants for A level mathematics from sixth form colleges passed this year, compared with the national average of 68 per cent in 1977.

In physics 77 per cent passed in colleges compared with the average of 71 per cent, and in chemistry 79 per cent compared with 72 per cent.

Sixth form college A level students also seem to do wel in subjects like economics; pass rate 77 per cent in 1979 compared with 62 per cent 1977 national average. The overall pass rate for all A levels in the colleges was nearly 76 per cent compared with the 1977 national rate of 68 per cent.

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New charity secures funds for Nuffield

by Bob Doe

A new educational charity has been set up to ensure a permanent future for the Nuffield science and mathematics projects. For several years the projects have been virtually self-financing out of sales of books and the Nuffield Foundation has not had to provide funds.

The Nuffield-Chelsea Curriculum Trust will handle the work for the projects run at the Chelsea College Centre for Science Education. The Trust's governors are nominees from the college and the foundation.

The 22 Nuffield projects must be among the most successful curriculum initiatives. The latest project, Nuffield Home Economics, will be published in 1981. It is for children of average ability in the 13 to 16 age group. It aims at more scientific understanding of nutrition and energy use.

Almost a quarter of all O levels in physics and chemistry are based on the Nuffield examination. With biology this original O-level series began in 1966. The revision started in 1975 is near completion.

It was these O-level courses that were supposed to embody the Nuffield spirit: "learning from understanding in a course of practical exploration leading to class discussion, more experimenting and so on with a constant interplay between class and teacher, maintained by a sense of purpose and curiosity".

The new Trust emphasize they will continue to develop curricular materials in the Nuffield way, calling on groups of practising teachers and advisers to devise them and trying them out in real schools. The trials for the Science Teaching Project, for instance, involved 10,000 pupils in more than 250 schools prior to publication.

The board of governors of the new Trust will be chaired by Professor Kevin Keohane, rector of the Roehampton Institute and former Professor of Science Education at Chelsea. Professor Paul Black, the college's present professor of Science Education, will be the Trust's chief educational consultant.

Four London Leas ban the cane

Four local authorities—all in London—have now banned corporal punishment in their schools. The most recent council to do so was Labour-controlled Waltham Forest which took the decision last week.

Local primary schools have not used the cane for several years, but 27 secondary schools will be affected by the decision which takes effect in April, 1980. It was opposed by a pro-caning demonstration at the council meeting last week.

The first authority to ban the cane was the Inner London Education Authority front last September. The new policy affects only ILEA secondary schools as the cane was already banned in primaries. It will come into force in 1981.

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Polys fear on overseas student grants

Polytechnic directors are concerned that none of the £1m the Government is giving to help pay the fees of talented postgraduate students from overseas will go to polytechnics.

Fulfilling a promise made when the White Paper on public expenditure was published in October, Mr Mark Carlisle, the Education Secretary, told the Commons on Tuesday that 400 to 500 students would have the difference paid between what a home student is charged and the fee for overseas students from next October.

Mr Peter Flowerday, secretary of the Committee of Directors of Polytechnics, said they had noted at the time of the original announcement that only students of exceptional calibre in universities mentioned.

"Nevertheless we are mind next week and we shall be mak noises. The principle that no bl is being made available for gr graduate work in the public ser has not escaped our concern."

The Government has recomm ded minimum fees of £2,000 a for an arts course and £3,000 for an science for overseas students next autumn, the date when st must start paying the economic of their studies. Current fees home postgraduate students £890 a year.

Out of about 24,500 postgrad students on research courses British universities last year, 9,500 were from overseas.

NEWS

Hidden selection in city voluntary-aided schools, survey shows

by Sarah Segrue

Voluntary schools in inner London are getting more than their fair share of top ability pupils and a new kind of selection within the comprehensive system is being created according to a survey published this week.

Figures for 1978 show the worst offenders appear to be the Roman Catholic schools with Clapham College allocating 41 per cent of their places to pupils in the top band, Mount Carmel and La Retraite 38 per cent, and St Ursulas and St Pauls 36 per cent. The research appears in the current issue of *Teaching London Kids*, a progressive magazine for teachers.

On average a school can expect a quarter of its intake to be pupils from the top band but even before the transfer process had started in 1978 the voluntary schools were aiming at 27 per cent while the county schools were assigned 20 per cent.

The survey is based on figures which ILEA say are unpublished and confidential but which *TLK* claims are obtainable from research or statistics at County Hall or the divisional education offices. Of the 20 county schools listed, only four had 25 per cent or more of top-ability pupils allocated in 1978 while 10 county schools had less than 20 per cent. Of 21 voluntary schools, 12 attracted 25 per cent or more top-ability pupils and only six had less than 20 per cent.

"The majority are suffering because some voluntary aided schools are taking advantage of dispensations given them—often for religious reasons—in order to maintain a privileged position within the state sector which now supports them", the article says.

Mr Andrew Bethell of TLK explained it was not TLK's intention to draw up a blacklist of voluntary schools. Our intention was to provide the raw material for people to fight their own battles."

"It is easy to point the finger at the Catholic schools but that in a way is not at the root of it", he said.

The Catholic schools say the figures have to be seen in the context of the formulas laid down by the diocesan authority and the ILEA division. Clapham College, which attracts pupils from two ILEA divisions, says its figures for the past year were in accordance with such guidelines—72 pupils in the top, 84 in the middle, and 24 in the lower band. Another school, Mount Carmel, said it had 24 per cent top-ability pupils as opposed to the 38 per cent mentioned in *TLK*'s survey.

An ILEA spokesman confirmed that the figures in the *TLK* survey were within one or two per cent of ILEA's own unpublished statistics. "It is certainly true that some Roman Catholic schools do recruit more than 25 per cent of top-ability pupils but that is because local Roman Catholic primary schools produce more high ability pupils than average."

The *TLK* survey states that Catholic primary schools are more selective and also says the voluntary schools take fewer of the lower ability pupils from Band 111. Of the 20 voluntary schools mentioned 12 had below the average 25 per cent of lower ability pupils, whereas only six of the 20 county schools listed had less than 25 per cent.

TLK, 40 *Hamilton Road, London SW19.* 30p *plus* 15p p&p.

More political literacy needed, says professor

by Diane Spencer

Politics and sex have a lot in common, at least where education is concerned, according to Bernard Crick, Professor of Politics at Birkbeck College, London.

He was advocating the need for children to become politically literate during a meeting at the House of Commons this week to mark the International Year of the Child.

A formidable body of theory had grown up around sex education, he told the meeting, organized by the National Labour Women's Advisory Committee. It was the duty of teachers to know what the different codes of sexual behaviour were and their implications. It was not for the schools to say what codes had to be followed. It was part of good teaching to be objective about politics.

However, if teachers found it impossible, children usually knew when they were being got at—they were great sceptics.

Professor Crick did not want pupils to be taught government. They could learn how many MPs were in the House of Commons, or how the Town Hall worked and still be politically illiterate.

It was more important to know how to run a meeting, how to keep minutes, which committee to lobby and which book to refer to. It was possible to develop the kinds of skills which would at least allow people their rights.

Parents turned to teachers for help where they once turned to priests or doctors, said Mr Henry Pluckrose, head of Prior Weston School in the Barbican, London.

If schools did not provide a net, society could find itself with more casualties like Maria Colwell.

Monday's children: the TES competition for primaries

What I do on Monday—and what I'd like to do.

"I do not like English . . . If I could, I would choose Peter and Jane." Entries are already beginning to come in for the new *TES* primary competition.

We invite children aged five to eleven in primary and middle schools to write and tell us about some of the things they do at school, and we offer prizes for the best contributions. We want to know what children enjoy and what they dislike; what makes sense and what does not; what seems useful and what is missing that could be important.

The prizewinners will, of course, describe what children do, but they should also offer judgments and suggestions. Pictures are welcome, and we will pay £10 for any we publish (they must reproduce well in black and white). But pictures will not be taken into account in deciding the winners.

The first prize will be £30, plus £150 for the winner's school fund. There will be 10 runners-up prizes of £15. Entries should not be longer than 1,000 words (they can, of course, be much shorter). They should be legibly written or typed on one side of the paper, and each must carry the name, age, home address and school name and address of the entrant. The closing date is February 22.

The competition will be judged by the Editor, and his decision will be final. The *TES* reserves the right to publish any entry. Correspondence will not be entered into, and entries will not be returned. Entries should be addressed to the Editor (primary competition), *The Times Educational Supplement*, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Youth schemes growth delay

The Manpower Services Commission decided this week to defer a decision on its plan to expand next year's Youth Opportunities Programme for unemployed school leavers.

It will wait now until it knows what cuts the Government intends to impose on civil service staffing.

Mr Richard O'Brien, the commission's chairman, said after the meeting at Sheffield on Tuesday: "The commissioners took a clear and sympathetic view towards the recommendations put before them but decided that they were unable to reach a decision for the present."

The recommendations were for the programme to be expanded by between a fifth and a quarter. They were supported by new forecasts by the commissions' economists which estimate that school leaver unemployment will double during the course of next year.

Independent Television for Schools and Colleges

Next Term

PREVIEWS FOR TEACHERS

Next term is a series of three omnibus programmes describing ITV series for schools for the Spring term 1980. They can be seen on the mornings of Monday 3rd, Tuesday 4th and Wednesday 5th December between 9.30 a.m. and 11.00 a.m.

Monday, 3rd December: Primary Series

9.34 **My world** 4-5
Finding a space. A new programme introducing concepts of shape, size and relationships.

9.52 **Seeing and doing** About 6
Fur and Feather: Zoo. Topics aimed to provide teachers with positive classroom material.

10.09 **Stop, look, listen!** 6+
Wood. Film of environmental topics which encourage language development.

10.20 **Picture Box** 8-11
The Cow. Programmes to encourage children to express what they feel through writing, art, music and movement.

10.36 **Local series:** Some ITV regions will be showing different programmes, offered locally, as follows:
Border/STV **Time to think** 14-16
First world war poetry.
Grampian: **Living and growing** 10-13
Programme 2.
Yorkshire/Tyne Tees: **Documentary re-run**
Age various. It never seemed to rain.
Ulster: **Hop, Skip and Jump** 6-7
Transport long ago.
Thames/Southern: **Finding out** 7-9
France.
HTV: **Mwy nêu lai** babanod

Tuesday, 4th December: Junior and Middle Series

9.30 **Good health** 8-12
Fit and healthy. How we move and the need for exercise, rest and sleep.

9.47 **Botanic man** Age varies
Crucible of life. The evolution of life on earth and insights into the way that separate parts of all life systems are interdependent.

10.14 **A place to live** 8-11
A spider's tale. An introduction to the excitement of field work in accessible locations in town, in suburbs and in the countryside.

10.31 **How we used to live** 8-13
Christmas. The style of this dramatised history series of Victorian life is illustrated by this recreation of Christmas celebrations.

Wednesday, 5th December: Secondary Series

9.31 **Teaching French with television.**
A film which illustrates the use made by some teachers of French Language programmes like The French Programme.

9.52 **Starting out** 14-16
Brotherly love. An episode from a ten-part serial story designed to help adolescent pupils in understanding and coping with the challenges that face them.

10.09 **Politics—what's it all about?** 15-18
The vale of Belvior. One of a series of documentary films designed to help develop an understanding of politics in the ways that affect the individual at work and in the community.

10.31 **Making a living** 14+
No passion—Part 1. A drama which, through its study of fascism in the thirties, may encourage discussions of racial harmony or prejudice in our society.

School to work

Why teachers must put country before classroom

A rejuvenated programme of educational development is urgently needed to help tackle the unresolved structural problems of the British economy. Educational resources must be used to attack the "paralysis of the system". This is the challenge to politicians and educationists alike from Mr John Hughes, principal of Ruskin College, Oxford, and vice-chairman of the now disbanded Price Commission.

He puts forward his arguments for an expanded role for the education system in **Education Research**, the journal of the National Foundation for Educational Research. He blames the worsening crisis in employment and industrial relations on the very policies which have led to cuts in education. John Hughes, widely respected as both an educationist and manpower specialist, is particularly well placed to examine these issues. He is experienced as a lecturer in higher education and adult teaching and is also director of the Trade Union Research Unit. Mark Jackson reports.

John Hughes: a blueprint for change.

The cuts we couldn't afford

After years of boom, local education authority spending slumped from 7 per cent growth in 1973 to an actual fall in 1977. Hughes says:

It is necessary to probe into what were seen as the dilemmas of public expenditure in the middle seventies in order to see what led people to accept this kind of sacrificial offering of educational growth and development in the name of the needs of the wider economy. Let me first dispel the myth that we had to cut back on public spending because we were the most heavily taxed nation. On the contrary, we have been dropping down in the league table, and we were certainly, by the middle seventies, by no means the most heavily taxed nation. By 1975 we ranked tenth out of 20 countries in terms of taxation as a proportion of national income.

The 1976 budget, he suggests, appeared prepared to accept a £12,000m deficit in order to get a 3 or 4 per cent growth rate and falling unemployment—a package bought by the TUC in return for supporting a pay policy.

It was the Government which broke the bargain in the following year.

Now I don't want to argue that that was due solely to the power of international financial opinion, as it moved around our exchange rate and interest rates. The educational advance that was sacrificed was not just sacrificed to international finance but to some blunder-looking goals closer at hand, including those insurance companies and the pension funds, which now dominate our financial affairs.

Let me explain the dilemmas of effecting that kind of virtuous change—from growth to decline—in public expenditure, with education reduced at the limit of 5% first of all, the problem was to some extent counteracted across into the private sector. We must be aware of thinking that the public expenditure cuts fell only on education. To a large extent they fell on the construction industries in this country, and they therefore deepened what was already a deep depression in those industries. So that if the problem was the limited ability of the private sector, through its generation of wealth and income, to finance public expenditure, we deepened that problem.

Secondly, it is true that the height of land involved was enough to give some rejuvenation of the private sector, by increasing the purchasing power that people had in their pockets. But there, of course, we are not dealing with a problem of economics. We are dealing with the expression of educational spending and put money in people's pockets, setting enterprise moving, what do people spend their money on? It happens that their main priority has been for many years, and remains, the combination of the purchase of motor cars and increased purchase of alcohol—an unwise combination!

If you look at this year of grace and you see what we have exchanged for the expansion rhythm of our educational system, the answer is a 20 per cent increase in the purchase of new motor cars, 50 per cent of which are imported, and an 8 per cent real increase in the consumption of alcohol.

In the end it cannot be very rational to argue that the central priority in the redirection of government thinking is to strengthen the investment process, the physical investment process of the manufacturing sector of the economy, and in the name of that to hold back the development of the educational services. Clearly, if you put the emphasis on increased physical investment without backing this with the necessary human investment, you are going to get further imbalance.

The upsurge in manufacturing activity last year ran into a shortage of human resources which reflected inadequate education and industrial training.

We cannot, I think, believe for long that the heart of the industrial strategy can be simply a physical process, rather than both a physical process linked with a human process. We cannot ignore the fact that this country desperately needs to restore the strength and competitive ability of its manufacturing sector, and we don't have to abandon that notion in arguing priority for educational expenditure.

The coming crisis

For 10 years, says Hughes, no new jobs have been created in the British economy. The loss of a million jobs in the private sector has been balanced by the creation of the same number in an expanding public sector. But public sector growth was not enough to accommodate the additional numbers entering the labour market—more married women and the bulge in school leavers. The result was rising unemployment (which would have been much worse without the public sector jobs).

Hughes does not take account of the effect of the present government's programme of cuts in public sector spending and jobs. Even the last government's freeze on the public sector, he says, was not enough to ensure that unemployment would continue to get worse. The Tories' latest figures, the educationists need to see what lies ahead, he says, is to be found, not in any of the educational journals, but in the Department of Employment Gazette.

Hughes refers to the *Gazette*'s estimates in April of last year:

> . . . we see that in about 10 years' time there will be the same number of both boys and girls in the labour force aged 16 to 19 as there are now. In the 20 to 24 age group, excluding students, we will have by 1987 another third of a million males and another quarter of a million females in the labour force. There will be, in other words, over half a million additional people in that age group looking for jobs. We also expect a further dramatic expansion in the number of married women seeking work, especially in the 35 to 44 age group. The official estimates are clear, for married women, the proportion in the age group who will be economically active will move up from roughly two-thirds to three quarters . . .

We have, broadly speaking, five hundred thousand young people under 25 unemployed. The school leavers, people who have just come into the labour market, must then be added on. We are talking about 10 per cent unemployment for most of those young people, but a higher rate for those just entering the labour market. Now, if we add the fact that within 10 years we are going to have another five or six hundred thousand people of that age group in the labour force, we really have a question, not only of education, not only of employment, but of our whole social policy, the whole attitude of our society to the new generation . . . that is seeking to enter work.

That is a crisis of a severity we have not recognized, and it can't be solved within the old categories. We cannot solve it by waving the magic wand of increased numbers staying on in the educational system, at least not within the present framework of educational policy.

In fact, more detailed estimates for the growth of youth unemployment were published in last week's TES. They show unemployment among the under-20s alone reaching 418,000 by the end of next year.)

But it is not simply the widening gap between jobs and workers in the country, says Hughes. There is also the problem of the inner cities.

> If you look more closely at the occupational balance, or should I say imbalance, of our system, you find that outside the south-east, we have a heavy preponderance of manual workers in the labour force. Something of the order of 70 per cent of people in jobs are in manual jobs outside the south-east, and this means that they are going to be trapped in the accelerating decline in the total number of manual jobs in the system.
>
> So what we have to recognize here is that we're not just talking about absolute numbers of unemployed people, we are talking about a highly unstable, highly dynamic process, which displaces people, occupations, jobs, whole industries, and replaces them perhaps somewhere else, with other occupations, other jobs, other industries, other products. The educational system that can begin to cope constructively with that kind of world . . .

The tasks, and how to tackle them

Educationists are faced with three main tasks, says Hughes.

1. To develop an educational practice which helps people to be more adaptable at work.
2. To prepare people for a more democratic and participative system as industrialization spreads and plays an increasing role in industrial affairs.
3. To develop a problem-solving capacity and place it at the service of communities and industries.

For an educational system based on rank, order and tradition, it is extremely difficult to even begin to meet these challenges. There are now four educational systems operating—the schools, the polytechnics, further education, and the Manpower Services Commission's only growth sector.

The educationists, he says, are not stay behind their closed doors. They have to learn to move between the educational process and the problems of the world; and to help other people understand the problems of analysis of policy and of living with your policies.

We have got to find ways of breaking down some of those closed structures. At the moment it is clear that the most open of the structures, which is basically the FE sector and the polys, will contribute most, but that is no reason why the school system and the universities to go on in their old traditional way and leave the initiative lying to other educational groups. The problem cannot be handled with only part of our resources, to share Richard Hoggart's very real doubts as to whether the universities have the will, let alone the competence, to develop themselves into a process of continuing education of a mass kind, as against what they are now, namely a front loading of higher education, that is to say highly qualified minority education block going through.

We cannot solve the problems of this kind of dynamic change that we are in with an education system that runs on narrowing age from five to 21. The first thing we need is universal provision for nursery education, if we're going to overcome the cultural deprivation of an enormous number of our people. But we are also going to have to help people move between different jobs in and around the education process. I would urge the teachers' unions to make a real priority of their pressure on the system, for much more ambitious programmes for our teachers to move between teaching, in-service training and course-service contact points. It is absolutely necessary to open up the closed profession.

But new goals and a willingness to try new ways of achieving them will not be enough, warns Hughes. Educators will have to find new ways of getting resources, perhaps taking lessons from trade unions.

Industry, too, may have some lessons for education. Hughes is impressed by the last Government's approach to selective aid to industry.

> What you do is to establish the priorities and criteria. You then involve yourself in a bargaining process with the companies that are prepared to think about putting in resources and cash into developments within those criteria, and you directly subsidize and contribute to those developments. It is a very crude process but it works. Indeed if you see people neglecting areas that should be developed, you are actually go and cajole them into moving.

The Association of Metropolitan Authorities is probably right in a very recent statements, in seeking to see forward to begin to think about putting money into solving the inner cities problem, and that when we do begin to think about it we are going to have to begin with quite drastic proposals for reshaping the physical fabric, among other things of educational provision in the inner cities.

But that can't be the thought of just as education on its own. It has got to be thought of, it has got to be fought for, and it has got to be worked and key-areas in which politicians have to be persuaded, and into the institutions to put up what they think are the most cost-effective bids for backing them. The aim would be to work out what of those own resources, rethought and reused, could be put into that process, what of local authority finance might be put in, and how far you might get joint operation of educational provision across those great blocks that I have talked about.

It would be very important, at least for the schools themselves to be involved in a process of this kind, because it would help them get a much more real view of the educational processes that are needed. But it shouldn't rest entirely on schools.

The idea could commend itself to the present administration's emphasis on the need to develop qualities of initiative, self-help and co-operation, concern about economy and use of resources.

NEWS

Single vote stops city grant revolt

by Stephen Cohen

A chairman's casting vote saved the Association of Metropolitan Authorities from a head-on collision with the Government last week. A resolution deploring and rejecting the recent rate support grant settlement was declared lost after Mr Ting Taylor used his chairman's vote to break the 37-37 deadlock.

Conservatives have a majority of one on the association but two Tory councils were absent from last Friday's meeting, the first after the rate support grant had been announced. The Labour controlled London borough of Brent was also absent. If it had been there, the resolution would have been carried.

Mr Jack Smart, the Labour leader, proposed the rejection of the grant which sets fixed limits on Government support for town hall spending next year. Mr Michael Heseltine, Environment Secretary, has told councils he will not rule them out if they overspend. He has set a limit of 13 per cent for pay and price rises.

But Mr Smart said the Government had declared it had no intonsos policy and was committed to free collective bargaining. Pay rises in the private sector would be well above 13 per cent, he said.

"I believe that we in local government as employers have a responsibility to the 2.4 million employees who work for us, to see that they receive at least the same treatment as any other employee in the country when their wages are being settled."

He was opposed to the rate support grant settlement because it contained "deliberately optimistic estimates" of inflation for next year, it implied "completely unrealistic wage increases" for local authority staff and it involved a "very large reduction in Government support for local authority expenditure."

Even more damning, according to Mr Smart, the settlement would inevitably have very serious effects upon employment and services. And finally, it would produce uncertainty as a result of the threats to penalise local authorities which overspent.

Mr Taylor said the vast majority of authorities were striving "might and main" to control spending. On employment, he said there was no reason why councils should have to keep hiring more people. "We are here to produce a cost-effective service."

Mr Taylor said he did not want to be an employer of low-paid labour. "I want to employ high-paid people. But I don't want to employ so many of them." Mr Smart's resolution was declared lost on Mr Taylor's casting vote.

Mr Tom Caulcott, AMA secretary, explained to delegates the dangers and difficulties of the Government's proposed new grants system. This was announced by Mr Heseltine two weeks ago as part of a move to bring overspending councils under control. A block grant is to be introduced and the worrying feature, according to Mr Caulcott, is that the Government will set a standard level of spending for local authorities.

This would be the Government's assessment of what each authority needed to spend. The danger was that there was no generally accepted way of measuring this. It was feared that it would lead to a reduction of local autonomy and eventually to the Government deciding by how much the rates should go up.

Mass lobby on latchkey children aid

by Nicholas Cole

A lobby of MPs and the Lords is being mounted by the UK Association for the International Year of the Child, in support of Britain's "latchkey" children. Government action is urgently needed, the association says.

Two thousand letters went out this week urging support of the association's campaign to gain government recognition that the lack of provision for latchkey children is a serious problem.

The association also wants the Government to acknowledge that support of local groups offers a cost-effective solution, in addition to ensuring that adequate funding is available for viable voluntary projects providing after-school and holiday care.

Education and social services departments should also take joint responsibility for statutory and voluntary after-school and holiday care.

The association estimates at least 500,000 schoolchildren are left alone during the holidays, and have to let themselves into an empty house after school. "The price can be seen in the statistics for accidents, vandalism and delinquency."

Outside the Inner London area, there is "almost no official provision for children of school age whose parents need or want to work," says a booklet just published by the association together with the Bristol Association for Neighbourhood Daycare.

A comprehensive, practical guide for local communities who want to set up latchkey schemes, it includes sections on finding premises, on finance and fund-raising, equipment, materials, staffing, volunteers, activities and parent-involvement.

Out of School—how to set up after-school and holiday care schemes for children of working parents. £1, from IYC, 85 Whitehall, London SW1.

Anti-abortion group deny 'exploitation'

Life, the anti-abortion group, this week denied misleading teachers at Newbury, Berkshire, over a literary competition, "Life Before Birth".

Mr Ray Fox, regional official of the National Union of Teachers, has written to Berkshire County Council requesting "a full inquiry" into how the group gained access to schools, and how they persuaded teachers and children to take part. He says the children's work has been "exploited as a publicity gimmick".

Mr Fox first wrote to the council as a ratepayer, protesting at an anti-abortion exhibition organized by the Thames Valley Life groups in Newbury Public Library.

Featured under the heading "International Year of the Child 1979—Week of the Unborn Child", the display included poems and prose written by local secondary pupils.

Lieutenant-Colonel Richard Watt, chairman of Berkshire County Council, replied that investigation appeared to show the librarian had been asked to display an exhibition of children's school work under the heading of the IYC.

"Very shortly after it had been set up the librarian discovered that the IYC heading had been used without authorization and that the material was anything but neutral. She then ordered the display to be removed but not, unfortunately, before a few people had seen it."

Mr Fox contacted Lt-Col Watt a second time after an approach from teachers at St Bartholomew's Comprehensive School, Newbury: "They are very angry at the way in which they and their pupils have been induced to participate in a literary competition organized by the Life organization", he wrote.

Neither the NUT school representative at St Bartholomew's, nor the teacher in charge of the competition entries within the school, had any idea that an anti-abortion pressure group was organizing the competition, Mr Fox added.

The Newbury Life group vigorously deny the allegations. They say headteachers were approached about the competition and told what Life was. All schools gladly accepted the material offered by Life and at no time was there direct contact between pupils and the pressure group.

Some of the new arrivals.

Boat people to get more help with language

by Diane Spencer

The Government is taking steps to improve the parlous state of English language teaching to the Vietnamese boat people. Not only has it organized two conferences on the subject—one this week another in the spring—but it has decided to reimburse in full local authority spending on Vietnamese education so far.

Lady Young, the junior education minister, told the conference held in London to discuss the refugees' linguistic needs that the money covering salaries, materials and transport will be administered through the Home Office. It is likely to be around £1 million for the whole country.

The Newbury life group vigorously deny the allegations. They say headteachers were approached about the competition and told what Life was. All schools gladly accepted the material offered by Life and at no time was there direct contact between pupils and the pressure group.

Potential students now have to reside here for three years before qualifying for a grant. Local authorities are to be asked to consider how the rules can be changed without opening the floodgates to other foreign students or without setting a precedent for other refugees.

The conference was held in response to pressure from voluntary agencies concerned with the welfare and education of the 3,000 boat people already here. There are at least 9,000 more waiting to come in from Hong Kong. On arrival they are housed in one of 36 reception centres for six months before being permanently settled.

Local authorities can often find houses for them. But teachers skilled in providing English as a Second Language (ESL) are more difficult to come by.

Mr Malcolm Greatbanks, tutor in charge of the Inner London Education Authority's language teaching project at Kensington, where the first batch of refugees arrived a year ago, says ESL is being organized nationally on a hit-and-miss basis.

Primaries common core not needed, union say

Moves towards a centrally controlled core curriculum in primary education are unnecessary, according to the termly journal of the National Union of Teachers.

An editorial in the latest issue of *Primary Education Review* claims: "Teachers have never left the basics; there is already in existence a traditionally accepted core curriculum which teachers never neglect: they know their responsibility to their pupils."

It was hard to see how a rigidly laid down centrally imposed curriculum could provide an education which was adaptive, constructive and effective and which would equip children with inquiring, discriminating minds that would give them sufficient flexibility to tackle problems in an imaginative and purposeful way. The hidden curriculum was also important in cultivating attitudes.

Oxford stops school closure

Oxfordshire County Council has decided not to close John Watson's school in Wheatley for the severely mentally handicapped.

In an education committee meeting last week, it was decided by a 13 to one majority to keep the school open for the foreseeable future.

The council planned to move the school and move its pupils to another with more capacity to save £15,000 from the education budget.

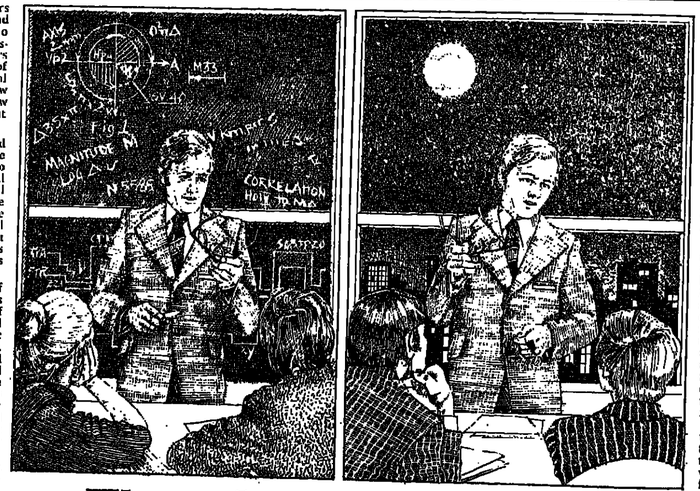
Rampton takes evidence

The Committee of Inquiry into the Education of Children from Ethnic Minority Groups, the Rampton Committee, is now accepting evidence and hopes to hear particularly from parents and young people in the minority communities.

Evidence for an interim report on the needs and attainments of West Indian pupils must be submitted by March 31, 1980, while evidence for the final report, which will deal with all ethnic groups, has to be in by March 31, 1981. The committee will look at how children from ethnic minority groups are progressing in schools and whether they have any special needs not now being met by the education system.

Evidence should be sent to: D. G. Fletcher, Secretary, Committee of Inquiry into the Education of Children of Ethnic Minority Groups, Elizabeth House, York Road, London SE1 7PH.

NEWS



The polys by moonlight

Some polytechnic lecturers teach for less than five hours a week, a recent report suggested. Is the temptation of lucrative commercial moonlighting proving too much for them—and for their colleges? Philip Venning investigates

Thousands of college lecturers with full-time teaching jobs and generous salaries are managing to run second careers—as businessmen, architects, engineers, solicitors —with the active encouragement of their colleges. And this official moonlighting is likely to grow steadily as colleges look for new sources of income when student numbers fall in the 1980s.

Although some lecturers spend less time in college than on outside commitments, there has been no public outcry. So far. Most local authorities, recognizing educational advantages in tolerating some consultancy, have worked out loose guidelines. They have left individual colleges to restrain the worst excesses, and in general this informal system of control has worked fairly well.

But an increasing number of colleges recognize that the time has come for more public discussion of consultancy, and a more formal place for it within the academic and financial structure of colleges. Consultancy is a portmanteau word used to describe almost all paid work that university and college staff become involved in that is not research in the strict academic sense. It ranges from giving the odd lecture for a small fee to a huge project advising local industry for many thousands of pounds.

Over the past 10 years most higher education institutions have taken on consultancy in some form, sometimes as the result of official policy but more usually because work has come the way of lecturers with established personal reputations. Inevitably the bulk of consultancy is done in the bigger institutions, but small further education colleges may well have one or two staff members with a project or two. Even the old colleges of education are taking on extra consultancy work, for example, advising individual schools on their internal management.

But it is in the polytechnics that attention is currently being focused most sharply on what this largely uncharted growth is doing to the institutions, and on the extent to which it should be formalized. After lengthening years as rather retarded ugly ducklings, polytechnics are beginning to wonder if consultancy is not the first sign of swan's down.

From the earliest days the rationale for the polytechnics as something separate from universities was that they would concentrate on the practical and vocational, building strong links with local and regional industry, and serving the local community in a direct way.

This was more than an abstract ideal. Polytechnics started off heavily biased towards applied studies partly because so many of them were created from former technical colleges. Many of their staff came to teaching through industry and the outside world rather than by the sheltered academic route of so many university teachers. But this has not protected the polytechnics from a chronic identity crisis—a crisis which is likely to become more intense as they start competing with universities for students in the late 1980s.

Students after all are the lifeblood of any institution. For the polytechnics, as without the same research emphasis as the universities, student numbers have added significance. They mean income and, above all, jobs for staff and the continuation of departments.

A big increase in consultancy work, bringing with it the fees to pay for staff, would be one way of cushioning the polys against falling student numbers. It would have the advantage of greatly strengthening them in their original purpose and could, painlessly wither away if there were any sudden surge in student demand.

But how much will this threaten the central work of the poly—its teaching? Individual polys are just beginning to face up to this question.

The initial difficulty is simply that no one knows how much consultancy work goes on, up to now, provided it has remained a discreet sideline, no one has specially cared. The Committee of Directors of Polytechnics has done a rough poll on what this largely uncharted growth is doing to the institutions, and on the extent to which it should be formalized. Its members and their attitudes to consultancy, which show marked variation, and is now looking in more detail at six polytechnics, which, to a lot of consultancy, add very considerable expertise in the normal degree or diploma course students are simply consultancy is a kind of permanent in-service training for the lecturer. It ensures he keeps up to date with the latest developments in his subject and keeps him firmly in touch with practice. The earnings from consultancy also enable the poly to run costly but educationally desirable courses; and links with local firms help with the placement of students.

In theory all Bristol Polytechnic lecturers involved in consultancy (other than private work) are expected to write up the results of their consultancy in the form of case studies to be used as teaching material. In practice it is sometimes hard to get stuff to put in this extra time.

Some consultancy work is directly concerned with the actual products and processes of the poly's industrial partners—the largest offer local industry a 24-hour emergency service diagnosing the failure of engineering components. But a great deal of it, and in particular the work of the regional management centre, revolves around recognizing the need for training and putting on appropriate tailor-made courses. For example, last year the centre helped 11 large local employers solve management difficulties by doing in-company training and staff development schemes. It arranged accountancy courses for publicans on behalf of a large brewery.

It helped electronic research engineers develop an awareness of management; it helped change the management style of a large foodstuff manufacturer.

All this work is channelled through the centre, which charges a fee, and undertakes all the administration. But many of the lecturers agree that by and large it is the personal reputation of the lecturer rather than the good name of the centre or the poly which brings in the work. So the lecturer often has to answer the question: am I being asked to do private consultancy work in my own time, or is this a formal project for the centre?

The problem for all higher education institutions is that contracts and conditions of employment are not altogether clear for good reasons, on how much time is legitimately a lecturer's own. In theory he is expected to put in a nine full week's work, only about half of which will be actually teaching.

The dividing line between other notional two-thirds and legitimate spare time is not always easy to draw. Until now in most colleges the head of department has kept a rough and ready eye on staff to prevent any flagrant abuse. But, with a growing recognition that consultancy increases many formal systems will have to be introduced, there will be a general tightening up of the rules governing private and semi private consultancy. This may not altogether be a bad thing.

"The vast majority of those in technics are in it for the teaching and not for the money; and a handful appear to add more than a few hundred pounds a year to their salaries by consultancy. But some do earn several thousand extra. There is some substance in the argument that the opportunity to do consultancy is one way a college can attract and keep high calibre staff who might otherwise retreat to lucrative careers in industry. Too strict a system of supervision and control might tip the balance.

At Bristol Polytechnic and elsewhere the consultancy takes place under the auspices of the regional management centre, and is undertaken in varying amounts of cooperation from the college. The biggest source of informal consultancy is by the professionals—the lawyers, surveyors, accountants and so on.

The polytechnic's law department, for example, is one of the largest in higher education and has made the unusual concession of allowing its staff to continue advertising as solicitors. About a quarter of the 36 law lecturers do so. Two of them are "part committed" to their private practice; roughly half a dozen do three to six hours a week; and two have had odd time off to work as magistrates' clerks' assistants.

The head of the department admits that it is a matter of his discretion. "If a staff member has to appear in court or see a client at a specific time, he has to cover his lectures. If they are not pulling his weight in the department, then he is discouraged from continuing in practice."

Legal procedures are constantly changing and a practice is part of the best way the lecturer can keep up to date. It also helps strengthen the credibility and reputation of the department as a whole. Besides those who keep up their practice do the legal work—the conveyancing, drafting of wills or whatever—in their own solicitors' offices and not in the polytechnic. But work is strictly private and the polytechnic expects no share of the fee. (Nor could it get it in most cases—solicitors are prevented by law from splitting their earnings).

But in other departments, where the lecturer is doing consultancy work on his own initiative but using college time, premises, and additional resources such as laboratories, computer time, or secretarial help, the polytechnic expects a share of the fees.

The fees charged depend on a number of factors. Some time ago the polytechnic did an elaborate costing exercise to work out a standard level of fees to be charged against lecturers' earnings for all official consultancy work carried out in the regional management centre and elsewhere. It also covers charges for short courses. The prevailing view is that the college is not in consultancy to make a profit, merely to cover costs. But there is no doubt that some more profitable jobs do subsidize less profitable but perhaps more educationally desirable work.

Some consultancy work, or perhaps better, commissioned reading of good works for the community, where fees can be unrealistically small. The economics department at Bristol has been involved in a number of projects with local planners. In the summer, for example, the department took on a research assistant temporarily to do a study of workers' qualifications for a new council. In the early 1970s a polytechnic itself financed and cooperated with the employers in several studies of local employment trends; for example, the impact of the cancellation of Concorde.

The environmental health department believes in taking a fairly flexible view of the charges it makes for consultancy. It advises the local authority and industry on pollutants, noise and dust levels and other environmental problems. Only when the department becomes involved in lengthy or demanding work do they charge.

Several other polytechnics have recently been trying to work out a more coherent policy on the organization of their consultancy and some have gone for fairly formal solutions. Like several universities, the North East London Polytechnic has set up a completely separate company to control consultancy.

Middlesex Polytechnic considered doing the same when its existing system of industrial liaison officers came to an end. Instead it set up the Consultancy Services Organization, a formally constituted unit within the polytechnic which has been fully operational for two years. During that time the value of consultancy has risen to about £80,000 a year with more than 100 of the staff taking part.

All consultancy work is carried out under the auspices of the CSO which offers the lecturer the advantage of proper back-up. The organization sends out the bills and does all the other paper work; and has the advantage of full professional indemnity insurance and legal backing.

As at Bristol, all consultancy has to be with the agreement of the lecturer's academic boss—in this case, the dean of the appropriate "resource area". So far, no dean has vetoed a scheme outright. According to Peter Warner, one of the two lecturers who administer the CSO part-time: "Many staff think of themselves as, say, an engineer who is teaching, rather than specifically as a teacher. The problem is that the good teachers are often also the good consultants."

Throughout higher education, and particularly in the polytechnics, the extent to which consultancy should be allowed to carry on growing is a vexed and sometimes highly controversial question. So far it has largely been brushed aside. Everyone knows that some consultancy is a good thing. But how much? Should it be encouraged as a way of making good the expected shortage of students in the 1980s? Middlesex Polytechnic, among others, believes that these questions must now be thrashed out in the open.

From previous page

there have been any serious abuses they have not reached outside ears. The nature of consultancy work makes it hard to control rigidly and directly.

Increasingly, however, individual polytechnics are beginning to realize that consultancy will have to be regularized, not so much because of flagrant abuse but because there is a huge area of uncertainty where even the most fastidious lecturer can find himself in a morally debatable position.

Bristol Polytechnic, for example, is a typical large polytechnic where almost every department has become involved in consultancy and where a formal system has recently been worked out. Unusually, from its earliest days it was given an extra staff allowance to provide for consultancy and the running of short courses. And now that it is home for the South West Regional Management Centre, much of the industrial and management consultancy is channelled through the centre.

About half of the centre's staff of 66 are involved in consultancy, a handful of whom spend about 80 per cent of their time on it, the rest averaging an estimated 20 per cent of their time. It all depends on an exercise each summer when the lecturer works out with his head of department and subject chairman just how much time he and the department can afford.

To some extent it does depend on the subject. For example, Bristol Polytechnic is one of the few places in Britain specializing in quality control in industry and the demand for its services is no longer restricted to local firms. The pressure on those involved is huge and one lecturer admits that even though his teaches only 13 hours a week his formal students sometimes have to take second place. "We would be thrown if taking on more staff, but you have to go through the traumatic experience of working yourself to the bone to justify the need to the local authority."

Even so, he, like everyone else in the polytechnic involved in consultancy, is absolutely convinced of its overall value to the educational purposes of the college.

Its advantages to the normal

NEWS

Reading: good teachers 'don't count'

by Virginia Makins

There may be no such thing as a "good teacher" who is successful at improving children's reading progress. A study by Dr John Gray of Sheffield University seems to show that the teachers picked out by heads as especially good at teaching reading are not significantly better than ordinary teachers.

Many research studies into the teaching of reading have concluded that everything depends on the teacher. Dr Gray, when he looked closely at previous studies, found that researchers had taken the finding that no one method of teaching reading is better than another, and concluded that it must be the teachers who made the difference. But this conclusion had no basis in the research—all that proved was a difference between classes.

Dr Gray worked with 41 teachers of top infants in a random sample of 21 schools. Two consecutive years were studied, so that there was data on a teachers' work with two different classes. Altogether, there were 1,800 children in the study. They came from working and lower working class schools, so that the influence of parents was minimized. The children's progress over the last seven months of the year were studied, with before and after tests. A "negotiated" view of the teacher's methods and approach was formed by a mixture of observation and discussion with the teacher concerned.

- Given present variations in classroom practice, how large is the teacher effect on reading progress?
- Are some teachers consistently more effective than others in terms of reading progress?
- How strongly are teachers' perceptions and practice of "good" teaching related to reading progress?

It turned out that much the most powerful variable, when it came to the progress of a class over seven months, was the children's pre-test scores. Of the different teacher variables—teachers who used more or less "formal" methods; teachers identified by heads as "good"; teachers' years of experience—experience made the most difference.

But even there, Dr Gray concludes: "If we were able to give the worst experienced fifth of teachers in the sample the same qualities (whatever they actually are) as the most experienced fifth then we could expect an improvement in reading progress of no more than two standardized points and probably less."

One reason that this result may surprise teachers, says Dr Gray, is that although there is a great deal of testing of reading in infant schools, it is used to measure the progress of individual children—and not the effectiveness of their teachers.

It may also be the case that widely held assumptions that teachers have a powerful effect on children's progress may be wrong. For instance most teachers considered the most important thing, for reading, was hearing the children individually.

In fact, on average, children read to their teachers for two or three minutes a day—and even so, there were frequent interruptions and distractions. "It is difficult to persuade oneself that under such circumstances the teacher is doing more than 'supervising' reading progress rather than teaching it", writes Dr Gray.

He concludes: "There is plenty of evidence, both research-based and anecdotal, to suggest that we can alter the rate of children's reading progress, but little to suggest we can do so if we retain our conventional patterns of classroom assumptions and resources."

Reading Progress in Infant Schools: some problems emerging from a study of teacher effectiveness. British Educational Research Journal Vol 5:No 2 1979.

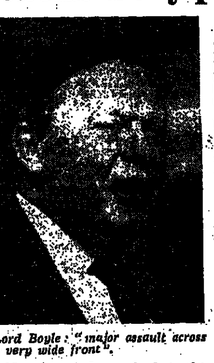
Lord Boyle attacks Tory policy

Lord Boyle, a former Conservative Education Secretary and now Vice-Chancellor of Leeds University, has made an outspoken attack on the Government's higher education policy. Below we reprint his criticisms of the Government's decision to raise overseas students' fees to "economic" levels. He was speaking last week to the Leeds University Court and recalled a meeting with colleagues earlier this year.

I think three points stood out in our minds. First, the contribution of overseas students to the life of our universities is integral to that life as generations of students have experienced it; without this contribution British universities could be, as Sir Alec Merrison (Chairman of the Committee of Vice-Chancellors and Principals) has said, "quite different institutions of much less value".

Secondly, it should never be forgotten that fully one quarter of Britain's overseas students are here to do research, and they play a vital part in the intellectual and scientific life not only of individual universities but of the whole country.

The third point is arguably still more important. All over the world there are men and women, often in positions of authority and influence, who have an understanding of the United Kingdom, because they have spent some of the formative years of their lives being educated in this country.



Lord Boyle: "a major assault across a very wide front".

My own mind goes back to the only time I met Tom Mboya, when I visited Nairobi in 1965; he knew that as a minister, I had helped Ruskin College with their building programme, and it was his period of study at Ruskin which coloured Mboya's whole attitude to Britain during the crucial years when Kenya was striving, as we now know with outstanding success, to achieve nationhood.

If future generations of students find themselves priced out of our own universities, they will go elsewhere, to North America, to other European countries, or to the Soviet Union, and I believe this will be a lasting loss, both political and educational, to this country.

The fees that have been indicated by the UGC in their most recent letter will be far in excess of those charged by the University of California, or any of the major private American universities, let alone universities in the rest of the European Economic Community where fees are negligible. I simply cannot see how British universities can hope to go on competing on the proposed terms, and the consequences may well prove to be not only regrettable but irreversible.

In fact the matter goes still wider, because I agree with Professor Ralf Dahrendorf that recent Government decisions seem calculated to give the impression to the outside world that Britain is no longer interested in maintaining its international cultural relations. Along with the huge increases in overseas student fees, there have also been the cuts in the British Council budget, the threats to the BBC external services, the now blatantly sex- and race-discriminatory immigration proposals (scathingly criticized in *The Times*), and the assimilation by the Foreign Office of the Overseas Development Ministry. When you think of it, this is a major assault across a very wide front.

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NEWS

Mr Jiang Nanxiang, Chinese Minister of Education, pictured with Lord Perry, Open University vice-chancellor, during the minister's recent visit to the OU headquarters in Buckinghamshire.

China comes closer, slowly

Progress is being made in Anglo-Chinese educational cooperation, but is it threatened by higher student fees? Hilary Wilce reports

Anglo-Chinese educational cooperation, poised to take a great leap forward since Mrs Shirley Williams's euphoric return from China 18 months ago, has had to make progress instead in a series of measured steps. Goodwill and mutual self-interest are plentiful, but cash is short on both sides.

However, both Hua Guofeng, the Chinese leader, and Jiang Nanxiang, Minister of Education, have visited Britain this autumn. And an intergovernmental agreement on education and culture, signed at the end of Chairman Hua's visit, may open new possibilities to visit China for British researchers in the arts, humanities and social sciences.

Until now scholarship exchanges have been limited to the fields of linguistics, languages, history and philosophy—leaving British researchers casting envious glances at the opportunities available to American colleagues.

Before the summer of 1978 only a few students trickled between the two countries. After the visit to China by Mrs Williams, then Education Secretary, there was excited talk of this trickle becoming a four-figure flood.

China badly wanted access to the West's science and technology, and help with its expanding English language programme; Britain wanted access to China for its researchers and, more importantly, strengthened cultural links with what could become a major market for British goods and services.

But no one had seriously considered administration costs, or who would pay them, and by the autumn of 1978 Mrs Williams was writing to her Chinese colleagues suggesting that the placement of just 250 students and researchers in Britain would be a reasonable target for 1979-80.

There are now 38 undergraduates here, and about 300 post-graduate and post-doctoral researchers. A further 140 post-graduate applications are being processed. The majority have been found places by the British Council, although the Royal Society and the Chinese Embassy in London have also made placements.

But no more undergraduates are to be sent here, Mr Jiang said during his visit to Britain. All students and researchers need several months' intensive language tuition on arrival, but the younger students have proved to be so badly below standard that they are all now studying for English A level before starting their degree courses.

The placement of post-graduates is proving more rewarding. All are senior scientists and technologists, often in their 40s or 50s; all graduated before the Cultural Revolution of 1966 disrupted university patterns, and many are eminent in their fields. Their specialisms range from fishing technology to aerospace, and they are spread in universities from Strathclyde to Sussex. University colleagues say they are quiet, diligent and hard working, and some universities have been prepared to reduce bench fees in exchange for the chance to pick top Chinese brains.

Through such individual placements, links are evolving between university departments here and in China. Initially the Chinese were keen to twin entire universities, but British administrators tend to favour the less formal (and cheaper) academic link schemes which bring together researchers working in the same field. Two senior Chinese botanists, for example, are currently working with colleagues at the Royal Botanical Gardens at Kew under such an exchange scheme.

The flow of students, researchers and teachers from Britain to China has been on a much smaller scale. There are now just 25 post-graduate researchers there on scholarship exchanges, and 23 undergraduates, although the British Council has a recently-appointed cultural attaché and assistant in the British Embassy in Peking to handle the growing cultural exchange programme.

In the wake of Mrs Williams's visit, China asked for 50 to 70 experienced English language teachers to go out on six-month to one-year contracts. But the salaries offered, although high by Chinese standards, were unattractive to specialist British teachers. Previously, English language teachers had been recruited privately, and their ideological commitment to the People's Republic tended to override financial considerations. At present the British Council hopes to recruit up to 10 subsidized teachers for 1980-81, and the scale of further developments will depend entirely on cash available.

Meanwhile three teams of senior English language lecturers go to China to run eight-week courses each year, and support is being given to institutions for which China specifically wants help, among them Chengdu University in Szechuan province, in the remote west of the country.

Three British education delegations have been on exploratory visits to China this year. One looked at academic standards, one at English language teaching and one at scientific teaching equipment. And the Chinese have been buying British educational equipment, including £15,500 worth of Open University films.

Educational links with China could lead on to big business for Britain. But there are fears that the recent hike in fees for overseas students studying in Britain might encourage the Chinese to look elsewhere for the scientific know-how they are badly need. The United States has offered China between 500 and 700 university places for 1979-80, while West Germany, France and Canada have each asked to receive 500 Chinese students.

So far there has been no reaction from China to the announcement of new fee levels, but money to fund their education programme is known to be tight. New arrivals to the country have to be found inexpensive hotels, and recent batches of students have been coming via the Trans Siberia Express, rather than by the more expensive air link with Paris.

Two-year degrees more useful says former vice-chancellor

by Bert Lodge

Britain has too many universities but not enough higher education, says Sir Charles Carter, former vice-chancellor of Lancaster University and chairman of the Policy Studies Institute.

He claims too many students follow a three-year course beyond A level, but are not suited to anything longer than two years.

Others, intimidated by the prospect of a three-year degree course, do not enter higher education at all though they could probably benefit from a two-year course. Yet for both groups almost no two-year courses exist.

Sir Charles also challenges the assumption that more and more highly educated people are needed as technology advances thus justifying the proliferation of higher degree teaching.

Writing in the *Three Banks Review*, Sir Charles suggests that more two-year courses would reduce some universities to university colleges offering just first degrees. Some polytechnics would become degree work altogether and would be numbered among up to 200 "community colleges" where the two-year courses would be located.

The remaining polytechnics would be encouraged to develop non-degree work as their major activity thus reversing the trend of polytechnics in recent years.

No fewer than 456 institutions are expected to offer higher education, as whole or part of their programmes, by 1981. But after questioning the arguments for a general expansion of higher education in order to meet economic needs Sir Charles concludes: "It is not possible to deduce from the economic requirements a justification for the present size and shape of British higher education."

Sir Charles challenges the argument that education is a good thing in itself. "How do we avoid an open-ended commitment and decide the point at which the marginal increment of education is not worth its cost?"

Students embarking on three-year degree courses because of the weight of past tradition and not as a result of any genuine educational assessment, he maintains. "My personal view is that no less than 20 per cent of those taking degree courses would gain more benefit, in terms of personal development, and contribute more to the community, if they could leave after two years without the stigma of failure or of leaving work half done."

Up to 35 institutions would offer first degrees Sir Charles says and each would also be centre of research in some subjects which would be taken to higher degree level. Another 50 institutions would offer first degrees only, with as many as possible also offering on a significant scale two-year courses of higher education. A further 200 institutions would offer two-year courses and short courses only.

The Three Banks Review, September 1979. Royal Bank of Scotland Group, 38 St Andrews Square, Edinburgh.

Switch policy on teenage crime, Government told

by Mark Jackson

Studies by Home Office criminologists are throwing doubt on the Government's "law and order" approach to teenage crime. They indicate that it may be more effective to spend money on tackling the effects of rising youth unemployment than on enlarging the police force.

One paper from the Home Office research unit, based on both United States and British evidence, says that more intensive policing has little or no effect on crime rates. Another study says preliminary analysis suggests that British experience may be as American findings that youth crime is closely related to unemployment figures. It cites records of borstal and prison admissions of teenagers.

The link between unemployment and youth crime is confirmed by Professor Harvey Brenner of Baltimore's Johns Hopkins University, who is applying to Britain the models developed from long-term studies of the effects on physical and mental health of unemployment in America. Professor Brenner told a seminar organized by the National Council of Social Service that he had identified a close relationship between the youth unemployment rate and the incidence of suicide, homicide, accidental death, armed robbery, and rape. He said that it was a great mistake to cut back on social "repair" services to youth in a period of economic instability.

A number of police authorities in the United States, he said, were becoming interested in the studies as a possible pointer to more effective ways of reducing crime.

The Home Office paper on police effectiveness says that rising crime rates are unlikely to be stemmed by increases in police manpower "unless one envisages increases so vast and intrusive as to transform the whole basis of civil life".

Family appeals over border battle

A family has appealed to the Education Secretary, Mr Mark Carlisle, for a ruling on a six-month border battle over the schooling of their children.

The Prestbh family's nearest school is in Northumberland, but they live just inside to Durham. The education authority there will not allow their children to cross the border for lessons.

Instead, County Durham Education Committee is insisting they go to another school, 12 miles away across remote countryside.

The children, Nicolas, aged 11, and Clare, six, have not been to school for six months since moving from Scotland. Their parents have reluctantly agreed to their children going to schools in co-Durham while their appeal to the Education Secretary is heard.

SPORT

'Gym for all' schemes run short of fuel

by Stanley Levenson

School fuel-saving policies this winter will bring almost to a complete halt the slow movement towards community use of school sports amenities.

Reports from different parts of the country indicate that many local authorities are restricting the use of school premises by outside organizations in order to save heat and power.

The traditional winter indoor sports such as badminton, basketball and volleyball will suffer most. This has already happened in the London Borough of Barnet where the after-hours closure of a secondary school deprived the district's No 1 woman badminton player, Gillian Gilks, of her usual training court.

Dual use has long been an official policy of governments, sports ministers, the Sports Council and enlightened local education authorities such as Suffolk and Gwent. Mr Hector Monro, the sports minister, said, when still a "shadow", that the government might consider legislation to oblige l.e.a.s to open their schools out of hours unless they had valid reasons for not doing so.

Fuel saving versus dual use: short-term economies versus long-term benefits—it will certainly stir up action by the Open Door movement which has now been augmented by the Fair Play for Children organization.

The group has issued a pamphlet arguing the case for the schools to open their doors out of hours for a wide range of children's activities, not just sport.

The pamphlet ("Why Lock up our Schools?") shows that the four separate departments of state (education, health, environment and the Home Office), a recipe for block passing.

It also indicates that every authority (central or local) seems to be waiting for some other authority (local or central) to make the first move. Fair Play currently says that this is up to the local authorities, which control school and school buildings.

The pamphlet is not just critical; it gives some excellent examples of what is being done in such places as London, Birmingham, Southampton, Ipswich, Evesham, Gwent.

It also makes a number of sensible suggestions on how local authorities can operate in this respect and has produced a campaigning wall chart for parents and organizations.

Dual use of schools is almost a Catch 22 situation. Everybody, including the public service trade unions, supports the idea, but forward movement has been painfully slow in most places over the past few years.

New badminton award scheme

The National Association of Youth Clubs has inaugurated a badminton award scheme, backed by £5,000 sponsorship over three years from the Society of Oak Benefit Societies.

The association hopes the award will draw more young people into youth clubs to play badminton, and at the same time to raise the level of skills.

Mr John Bateman, sports officer of the NAYC, hopes that this initiative will help bridge the gap between school and club sport by offering young people a chance to participate in a scheme which, for the first time, links youth clubs with the governing body.

The award has the support of the Badminton Association of England. It is the second recent sponsorship for the game. The National Girobank has agreed to a three year £10,000 backing for the group championships organised by the English Schools Badminton Association.

LETTERS

Stress for heads without power to hire or fire

Sir,—I have not had access to the precise words of the management panel in its formal submission to the Clegg commission on teachers' pay. But their reports indicate a claim that attention should be paid to the limitation on a head's managerial responsibility, i.e. they do not have the power of hiring and firing.

It is because we do not possess this power that we endure stress. Because we cannot fire an incompetent teacher, we have to rage impotently outside lesson doors, manufacture lame excuses to parental complaints, accept responsibility for pupils' failures (the shame and humility of this!) and make apologies in diplomatic language to Governors, HMIs and others. If I did have the power to fire an incompetent colleague, a week's remorse and a sharp twinge of regret would be short lived.

If heads could hire and fire incompetent or idle non-teaching staff (fortunately not my particular problem in this school, but certainly the case in schools well known to me), we would have cleaner schools, more contented staff and pupils and a more civilized environment. Only employers remote from the stress and strains caused by incompetence in raw, living schools would make such limiting claims. I have received no help from HMIs, advisers or administrators in these human matters for the simple reason that their hands are equally tied.

This is not to say that teachers, practically alone in society, should be subject to dismissal for incompetence when every other man and his dog, protected by powerful unions, are also not subject to the sack. When governors make bad appointments (in defiance of heads' advice if it is asked) they can get up and walk away. I have to stay and pick up the bits.

JOHN HERBERT,
Headmaster,
Newport Lliswerry Comprehensive School,
Newport, Gwent.

Contraception: forbidden topic

Sir,—I am extremely concerned to learn of the action taken by the education minister, Lady Young, which has resulted in a question on contraception being censored from the Associated Examining Board's November Human Biology O level paper, and I would like to take issue with her on two points.

She is reported as saying that questions on contraception are more suited to subjects other than biology. I do not disagree that this topic does have a place in other courses, such as religious education and social studies, but it would be extremely foolish to preclude its teaching by those specialists with the necessary anatomical and physiological knowledge.

There is an inference that biology teachers cannot be trusted to deal with this topic. As a biology graduate with over 20 years' experience in the integration of health education into the biology syllabus, I resent that implication.

Lady Young also says that setting questions on contraception is indicative of lack of concern with the moral and religious welfare of children. As a senior examiner with the AEB for many years, I would say that the exact opposite is the case. In the board's printed biology syllabus, the following appears:

"Necessity for control of size of the human population related to world food supplies and seen as one of the greatest human problems of our time". I believe that this shows the greatest possible concern with moral welfare.

The AEB received no complaints when this topic was first included in the syllabus. Lady Young's action resulted from a complaint made only when a question appeared in last summer's O level biology paper. Since there are eight other GCE examining boards which do not include birth control in their biology syllabus, I would have thought that the teacher concerned would have been better advised to change boards.

It is hypocritical to accept a printed syllabus and then to complain when the examination board does its job and asks questions on that syllabus.

ANTHONY A. COOPER,
4 Hillside Close,
Clitheroe,
Lancashire.

Why the church must not be a literary appreciation society

Sir,—What a pity that Bert Lodge uses his very attractive skill with words to write such a banal and one-sided article ("Sins of Omission", November 16).

Of course, one has to look no further than the subheading to glean the real basis of his complaint: he is concerned for "the transmission of a major part of our linguistic heritage". This apparently laudable concern was also at the heart of the recent and well-publicized petition by some 600 "famous" people who wish to see the retention (by the Church of England in its official liturgy) of the 1662 Book of Common Prayer and the Authorized Version of the Bible. What was particularly noteworthy was that a number of the petitionaries would either confess to atheism, or at the least, a sparse record of attendance at any place of worship (Christian or otherwise).

This matter, however, concerns rather more than the beauty of the English language; it is about the worship of one part of the present day Christian Church. There are many practising Christians who believe that worship cannot, and must not, be divorced from "real life". As it has recently been put so well, the issue is "communication, not showmanship".

The church does not exist to be a literary appreciation society; it exists to bring men to God.

Ordinary folk must be able to understand and see the relevance to their lives of the liturgy and of the Bible. We must face it: not only is much of Cranmer's language quite obscure, but the translation of the Bible in the eighteenth and seventeenth centuries has not, in terms of scholarship, the accuracy of more modern translations (which have used more recent discoveries of ancient Greek and Hebrew texts).

Certainly as a teacher of Religious Education (I would stress the word "education"), I do not wish to befuddle the minds of my pupils with the additional difficulties caused by obsolete language (this aspect of education I leave to my colleagues in the English department); I am, rather, concerned to show them how religion is alive (and kicking furiously well) today.

In any case, let us be quite clear on one point: no one is suggesting that either of these two books be banned. For those who have the language (for artistic or religious reasons) both the King James version of the Bible and the BCP will be available not only to be read privately, but also to be heard.

In the meantime the Church of England will be endeavouring to present the Christian Faith as a really live option in a world which is nearing the twenty-first century.

PETER SHEPHERD,
3 Bakewell Road,
Eastbourne,
East Sussex.

Opinion of the majority

Sir,—We would like to express complete support for Bert Lodge's "Sins of Omission" (November 16). May we draw your readers' attention to the major petition on this issue and the supporting articles in *PN Review 13*, Critics for Cranmer and King James, published by Carcanet (£2). Our own experience suggests that Bert Lodge expresses the sentiments not only of the majority of Anglicans in this country, but of the majority of literate men and women as well.

MICHAEL SCHMIDT,
General Editor,
PN Review,
330 Corn Exchange,
Manchester.

Exam form guide?

Sir,—John Rae's "Personal Column" of November 16 makes several thought-provoking points. His assertion that "to compel schools to publish exam results is to take a cheap and amateur way out of a difficult problem of public confidence" deserves attention. But his later paragraph, suggesting that "a school can engineer a high total of (Oxbridge) open awards by insisting that candidates try for scholarships at weaker colleges even though it might be in their interests to go for a stronger, *where the teaching is especially good*" (my italics), seems to fall into the very trap against which he has just warned the reader.

When a tutor meets a candidate for admission to a college from Dr Rae's school what should he conclude? I should like to believe that the candidate has been advised to apply to a particular college as one at which the aspiring pupil will have a good chance to develop his talents. But now I have a nagging doubt: perhaps Dr Rae really regards his pupil as too weak to get in at a more favoured college "where the teaching is especially good".

What guide to college form could he have used? The exam results as published in the well-known Nerrington Table? I am sure Dr Rae would not stoop to such humbug. But I should be glad to know if he can explain how one can assess colleges; it may prove useful for solving the problem of judging the performance of a school.

DR I. P. GRANT,
Pembroke College,
Oxford.

Pay row

Sir, The differences in the last Burnham negotiations were not between Mr Casey and myself, but between the NAS/UWT on the one hand and all the other organizations on the other. The views I expressed were those of the large majority of the teachers' panel.

Stephen Cohen was wrong to suggest (November 16) that "the NAS/UWT wrung a concession from the management that Clegg's conclusions could be negotiated and even sent to arbitration if there was disagreement". There was never any question of the Burnham Committee asking Clegg for recommendations which it would have to accept. Throughout it was agreed that Clegg's report would be followed by negotiations in Burnham and recognized that if those negotiations broke down, arbitration could follow.

The abortive NAS/UWT five-hour day action affected nothing and changed nothing in that respect. The same can be said of the episode which is not mentioned—the much publicized but empty threat of the NAS/UWT to take legal action against either the Secretary of State or the Burnham Committee.

FRED JARVIS,
General Secretary,
National Union of Teachers.

Ah, Craggs. It's about your essay, "What my Daddy does for a living".

Wrong book . . .

Sir,—It is with considerable concern that I read (November 16) that your journal has made an award to the publication *Make It Happy* by Jane Cousins, published by Virago! I write as a schoolmaster who is disturbed by the current exploitation of the adolescent.

Make It Happy is one of the publications which encourage young people to have sex, while playing down the risks involved in respect of the failure rate of contraceptives, disease (including cervical cancer), and the emotional and psychological dangers. It also deals most specifically with sexual perversions as if there were a natural approach to sex.

The Cheshire Health Authority has expressed grave concern about publications of this sort which, they consider, make the young people feel that they have a duty to become promiscuous at an early age, and that there is every reason to risk pregnancy as soon as they are physically potent.

One hears politicians discussing education as if the word meant financial provision, or bricks and mortar, or teaching, whereas you will be aware that it means none of these things, though all play a part. Education means exactly what it says: leading forth, or influencing for good. Are not such publications as *Make It Happy* and *Teenage Birth Control—The Case For The Condom* published by the Brook Advisory Centres the worst enemies of education?

JOHN PRITCHARD,
St. Anthony's Cottage,
Over Peover,
Knutsford, Cheshire.

. . . right book

Sir,—Congratulations upon your reappearance in print to help defend those liberties which still remain to us, by encouraging that free flow of information and opinion so essential to their preservation.

In particular, your Information Book selection panel has set an example by its choice of Jane Cousins's *Make it Happy*; for it still requires courage, even in this so-called permissive age, to go against the attitudes of humbug and prurience which are so rife in and out of our schools, and against the exploitative titillation which derives from the portrayal of sexual behaviour in commercial entertainment.

Since this is a book for the individual adolescent, I regret that cuts in expenditure on books for schools may diminish its availability; for the trend is towards buying "essential" textbooks in preference to library books.

MARK A. BLOOMFIELD,
45 Heathend Road,
Alsager,
Stoke-on-Trent.

Compulsory Welsh: no justice yet

Sir,—The *TES* featured a one page report (December 1, 1978) on the Bangor/Llandudno controversy over Gwynedd's policy of compulsory Welsh. Since then, after initial orders which encouraged parents to believe their rights were being upheld under Section 76 of the 1944 Act, the Secretary of State for Wales has, on a point of law, conceded the right of the Gwynedd authority to implement its policy of compulsory Welsh up to the end of the fifth form, subject to temporary "concessions" to the parents of the two schools involved in the present controversy.

Mr Edwards' decision has been received with cynicism and dismay, particularly in Bangor where some parents of pupils attending the English-medium comprehensive school have withdrawn their children from Welsh lessons. All the evidence points to a continuation of parental opposition to the authority's policy: it stems from a deep sense of injustice that their extremely well-conducted campaign has not removed the anomaly whereby a local authority can implement an educational policy which contravenes national mandated policy, both the Labour and Conservative parties—as a cursory glance at their election manifestos will show—having been returned to power on a mandate of parental freedom of choice over the teaching of Welsh.

Two other major considerations continue to disturb parents. The first concerns the adverse effects upon the career prospects and further education of some pupils, if Welsh is to remain a compulsory subject beyond the third form. This particular point assumes even greater significance in the light of the Government's intentions to introduce a national core curriculum.

Such intentions have been preempted by Gwynedd which has already decided that Welsh shall be a core subject up to the end of the fifth form. In the light of unilateral action of this kind, determination of a national core curriculum clearly cannot be left to the discretion of l.e.a.s, particularly as the Second Education Bill leaves detailed decisions about the composition of governing bodies to local authorities, thus ensuring overall local authority control.

The second major concern is over the adverse effects of coercion upon the promotion of the Welsh language and upon the social relationships within the school and the community. There is a growing belief, by no means confined to the group of parents involved in the present dispute, that Gwynedd's justification for its language policy is based upon bigotry and idealism.

The reality of the situation is that there can be no social cohesion until justice is found: the Government must legislate within the Second Education Bill, to protect the right of all parents living in Wales to freedom of choice over the teaching of Welsh.

E. M. ROBERTS,
Bangor.

OVERSEAS NEWS

West Germany

Unemployment soars as pupil numbers decline

by David Dungworth

Almost one in 10 teachers is unemployed or working short time according to the teacher union the *Gewerkschaft Erziehung und Wissenschaft* (GEW). Unemployment and short-time working have risen by 40 per cent over the past year.

A survey of the situation at the beginning of the present school year based on figures supplied by the *Länder* education ministries and local authorities, showed that 7,850 graduates with the First State Examination have been unable to find probationary posts and 9,785 who have completed their 18 months' probation and passed the Second State Examination have been refused permanent appointments.

Over 30,000 qualified teachers are on temporary contracts offering them one half, two thirds or three-quarters of the normal number of hours per week. At least a further 21,000 employed for less than half a full teaching week are being paid at hourly rates. Hardest hit are primary and secondary modern school staff since these are the areas in which West Germany's declining birth rate has caused the greatest drop in pupil numbers.

GEW president Herr Erich Frister has accused the *Länder* governments of deliberately promoting teacher unemployment in an effort to keep down the cost of education. It was causing widespread resentment and a high turnover of staff which was making it impossible for many schools to provide continuity of instruction, he said.

He has called upon the *Länder* minister of education to implement a six-point programme to recruit some of the 100,000 additional teachers whom the GEW claims are needed to ensure that all lessons timetabled in secondary schools actually take place. This involves:

- taking on as many new staff as necessary to reduce classes to a maximum of 25 per cent.
- cutting teaching hours so that teachers, like other civil servants, are not required to work more than a 40-hour week.
- introducing in-service courses to retrain teachers for subjects like mathematics, sciences, physical education and music in which the present shortage of staff is expected to persist for several years.
- lowering the retirement age of women teachers to 60 in line with that of women in other professions.
- Allowing experienced staff to switch from full-time to part-time appointments.
- Setting up a national information and planning service to coordinate staffing requirements and provision throughout the Federal Republic on a long-term basis.

Although several *Länder* are planning modest increases in recruitment next year, action on the above scale is extremely unlikely in view of the continuing economic recession and declining school population.

Soviet Union

Poor evening classes make Russians reluctant to study

by Kenneth Shaw

Further education through evening classes and correspondence studies is to receive much closer attention in the Soviet Union. This follows a Ministry of Education report highlighting the poor organization of evening schools, the indifference of students, the stress on homework and the inadequacy of lecture methods of teaching.

Last year the student drop-out rate was 55,000 out of a total evening and correspondence course registration of about 4.3m.

Further education of this kind is seen as an essential means of strengthening links between primary production, industry and schooling. Rural areas are poorly served, and students working in construction, trade, retailing, food and transport are notoriously indifferent to after-work study.

Schools should be opened in large factories, collective and state farms and in other places of work so that young Russians can complete their secondary education and gain a knowledge of how the Soviet Union earns its living, the report says.

Surveys show that evening students are actively working in only 16 per cent of lessons and in only 24 per cent of group consultations. For the rest of the time they are preparing to do their homework.

Teachers in further education institutions overburden their students with too much homework, according to the report. One major research centre found students facing a weekly workload of 55 pages of reading, 14 written assignments and 33 primary sources to be studied. This required 20 hours' work, but most students could find only 10 hours for the job.

The Soviet Government has agreed to provide free textbooks for evening students starting with the fifth grade in 1980-81, and finishing the plan with the ninth grade in 1984.

Refugee children of Sa Kaeo: is the question of their schooling academic?

Asian refugee camps should aim to provide schooling

Minimum standards for refugee camps in South-East Asia are to be recommended in a report to be presented to the United Nations High Commission for Refugees in Geneva next month, *John Walsha writes from Bangkok*. The report covers education, work opportunities, sanitation, shelter, engineering, nutrition and medicine.

Such standards are desperately needed. Although international attention currently is focused on the problems of fleeing Kampuchians, refugees are not a new problem in Thailand, Indonesia or Malaysia.

There have been large numbers of "displaced persons" from Laos and Cambodia in Thailand for more than four years. At the end of last month there were nearly 165,000 in Thai camps with body guards. One hundred and forty thousand were from Laos, 7,500 from Vietnam and 16,500 from Kampuchea. Since then the fighting within Kampuchea has worsened and Thailand is bracing itself for anything up to 300,000 more refugees.

Organizational problems are immense and standards vary widely from one camp to another—hence the UNHCR request to the Irish relief agency, Concern, to draw up a report.

Education in the camps is obviously a lesser priority than saving lives. But it is nevertheless important to the large numbers of children who have to live in the camp for months or even years. Concern is expected to recommend that all long-stay children get some compulsory schooling, and that those going to the West get language teaching and some preparation for the culture shock they will inevitably face.

But at present such recommendations seem academic, at least to the children of Sa Kaeo the best-known Kampuchean refugee camp in Thailand. In fact the camp is so renowned that tourists have been reported taking cine films of the refugees, and permission now has to be obtained to visit it.

To Western eyes, television gives some small preparation, with its news pictures of gaunt staring faces and wasted diseased bodies. But the numbing reality of the place, filling the first-time visitor with a sense of helplessness and shock.

Even here, though, the full dimensions of the tragedy are hard to grasp. According to an Oxfam report virtually all intellectuals and professionals were exterminated by the deposed Pol Pot regime (out of 550 doctors only 54 managed to escape by disguising themselves as peasants) which also systematically destroyed all symbols of Western capitalism, including schools, in a purge of "unbelievable severity and bestiality". The latest estimate is that some five to six million Kampucheans survive, from a 1975 population of seven to eight millions.

Italy

Employers reject job scheme

from Dalbert Hallenstein

VERONA

An ambitious youth employment scheme, approved by Parliament in August 1977, has proved an almost complete failure, according to a Labour Ministry report released this month.

The employment scheme was intended to encourage private employers and state authorities to take on more than 600,000 young people for periods not longer than two years. There are an estimated 1,500,000 unemployed young people in Italy, more than 60 per cent of whom come from Italy's underdeveloped south.

But according to the report only 53,000 have found jobs through the scheme in the past two years, though more than 800,000 young people actually applied. Most of the successful applicants have found jobs with state or local government departments, but the Labour Ministry has described the response of the public sector as "extremely disappointing".

In the private sector most employers have flatly refused to collaborate with the scheme, despite significant financial and tax benefits to companies which take on unemployed young people.

One of the main complaints of prospective private employers is that once they have registered their needs at the local labour exchange they are forced to accept the person selected by the labour exchange and cannot legally send him away if he is unsuitable.

The labour exchange appointments system is extremely complex. Once an unemployed young person has registered at his local exchange, his name in put in a list which corresponds roughly to the type of work he wants to do or is qualified to do. If the applicant is married, has a family, supports ageing parents, or has other obligations, qualifications or experience, he will be awarded a certain number of points. And those with the most points go to the top of the list and are the first to be given jobs.

In Naples last year the first person to be appointed to a job under the scheme was an illiterate 21-year-old father of five. He had been placed at the top of the list because he was the most "deserving", according to the labour exchanges' appointments criteria. But according to his unhappy new employer he was totally unsuitable for the job.

Numerous similar cases were reported and, not surprisingly, the response by the private sector to the new youth unemployment scheme was extremely cool. In February of this year the government, after listening to the complaints of Italy's various industrialists associations, decided to change the appointments system, allowing employers to interview and approve applicants sent to them by the labour exchanges.

But since then nothing has been done. To alter the system of appointments a new law must be passed in Parliament. But a long series of political crises, punctuated by general elections, has paralysed most legislative activity. And there is little prospect of the law being changed in the near future.

But even if the law were changed there is little likelihood that private employers would then immediately start employing young people under the terms of the scheme. For most employers are worried that if they took on people for the 12 months fixed by the special young employment legislation the unions might force the government to extend the year into permanent tenure.

Such is the strength of the unions' hand and the weakness of recent governments that employers have very little faith in the government's undertaking that those given jobs under the scheme can be kept on for 12 months, or two years, if they do not like them.

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Australia

Survey shows child ill-health

from Bill Purvis

SYDNEY

Australian children are a sickly group, according to evidence in a new survey of the country's school children.

One in three children aged five to 14 is taking medicine on any given day, and about one in four suffers from some chronic ailment—usually bronchitis, asthma or hay fever. One child in eight loses a day's schooling every two weeks through illness.

The figures are part of a statistical survey by the Australian Schools Commission. Called *Australian Students and their Schools*, it is intended to give a statistical picture of Australian schooling and covers teacher-pupil ratios, enrolment patterns, health, family background, employment prospects and tertiary education.

On enrolments, the report shows that between 1975 and 1977 there was a steady drop in primary pupils, and a corresponding expansion of primary pupils entering secondary schools. The proportion now attending private schools is about 30 per cent. But this proportion shoots up in the secondary sector to nearly 40 per cent, and is the subject of much heated controversy over the quality of government schooling.

Another contentious area at present is teacher-pupil ratios. With unemployment high among trained teachers there is continuing pressure to employ the teachers by reducing class sizes. Teachers in New South Wales, for example, say 4,000 unemployed teachers could find jobs if class sizes in secondary schools were cut from 30 to 28 pupils.

Now the report says that teacher-pupil ratios are actually about one to 21 in government primary schools and one to 13 in secondary schools. However, these figures include support and administrative staff.

On population trends the report finds that a falling birthrate is already having its effect on schools. The birthrate has fallen steadily since 1946—from 24 per 1,000 to 16 per 1,000 last year. This has had the effect of creating a statistical "hump" in student numbers—reached in 1978—and numbers will fall steadily during the next 10 years, from around 3m to 2.8m.

To some extent this will be offset by the trend, noted in the report, for more pupils to stay at school beyond the minimum leaving age of 15 or 16.

OVERSEAS NEWS

United States

Calls to bring back the draft as volunteer numbers drop

from Clive Cookson

WASHINGTON

American colleges and universities have long been aware that they will be competing fiercely for a shrinking pool of potential students during the 1980s. Only now, however, are they beginning to realize that the armed forces will have to raid the same pool to meet their manpower requirements—perhaps by bringing back the draft.

The military establishment is also beginning to appreciate the demographers' message and who "potential for conflict between the military and the colleges and universities", says Harry Marmion, president of Long Island University's Southampton College and author of two books about military recruitment. According to the Senate's leading military manpower expert, Sam Nunn of Georgia, the four services (army, navy, air force and Marines) will need to recruit one out of every two fit and qualified man, either for active duty or for the reserves, by the late 1980s.

The forces are already having trouble attracting enough volunteers. The fiscal year 1979 (which ended on September 30) was the first period since conscription ended in 1973 in which all four services missed their recruiting goals. The deficit was worst in the army, whose shortfall amounted to 10 per cent. of its target of 158,000 new recruits.

Since the recruiting problem first became apparent at the end of last year, several bills have been introduced in Congress to restore compulsory national service in some form. The more modest proposals would merely reintroduce registration of young men (and, in some cases, women) of military age —in other words prepare for conscription without actually bringing it back until the manpower shortage becomes more severe.

Others want to go further. Senator John Stennis, the 78-year-old chairman of the Senate armed services committee, has spoken in favour of a 15- or 18-month period of compulsory military service. It would have to be a "fair and equitable" system, he said, with all 18-year-olds liable for selection—by lottery—and without the elaborate system of deferments and exemptions that made the draft so unfair during the Vietnam war.

In the House of Representatives Rep. Paul McCloskey is proposing a full-scale system of national service, with various options for military or civilian service. Additional educational benefits would encourage people to opt for the armed forces.

However, the majority of congressmen are not yet ready even to reintroduce registration. In September the House of Representatives voted 252-163 against an attempt supported by its armed services committee to revive Selective Service registration of all 18-year-old males. The generals and admirals who make up the Joint Chiefs of Staff want to restore Selective Service registration for men and women, but President Carter apparently feels that the country is not ready for it.

Student organizations have of course come out strongly against registration or any other move towards conscription on the national level. The United States Student Association has made opposition to the draft a major priority. However, attempts to organize anti-draft demonstrations among the current quiet generation of students have not been very successful. Fewer than a hundred turned up for what had been billed as a mass rally against the draft in Washington recently, but up to one thousand students have demonstrated against the draft at some universities, where they have been addressed by Vietnam era protesters.

So far the political debate has focused on the military need for conscription and whether the all-volunteer forces are working. There has been very little analysis of the possible effects on education, though the American Council on Education recently set up a committee to look into the question. The effects will depend partly on the generosity of the educational benefits the conscripts would be given when they leave the forces. If the Government is prepared to pay their way through college or university as lavishly as it did for the veterans of the Second World War, conscription could eventually increase postsecondary enrolment, after a short-term decline.

The low educational achievements of today's army recruits are used as an argument by proponents of compulsory service, who say conscription would bring in better qualified and more intelligent soldiers and sailors. Two of the country's leading military sociologists, Morris Janowitz of the University of Chicago and Charles Moskos of Northwestern University, have published an extensive study of the all-volunteer forces, showing that they are attracting fewer men with high school diplomas and far fewer with any postsecondary education than in the 1960s, even though the proportion of graduates in the age group has risen substantially since then.

One third of today's army recruits failed to complete high school and only five per cent have had any experience of college (compared to 14 per cent of volunteers in 1964). Other studies have shown that a quarter of recruits read at or below 12-year-old level.

Another argument for the draft is that it would restore the forces' social balance. The work of Janowitz and Moskos shows how unrepresentative they have become of American society as a whole. They rely mainly on two separate sources of volunteers: blacks (who now make up one third of the army's recruits) and poor uneducated whites. The latter are even more likely to be high school drop-outs than the black recruits. "Today's army enlisted ranks are the only major area in American society where black educational levels surpass those of white and by a noteworthy margin", Janowitz and Moskos point out.

Nevertheless Professor Moskos said: "I myself am not a proponent of bringing back the draft. I think the volunteer force can work if the educated middle classes are brought back in." The only way of doing that, he believes, is to provide educational benefits good enough to attract college-bound youngsters.

Ultimately, Professor Moskos said, the Government may have to make military service a condition for obtaining a student grant or loan—an idea that the education lobby might find even less palatable than the draft. This month the House of Representatives took a first step in that direction by voting to allow graduates to write off 20 per cent or $1,000 of a federal student loan for each year spent in the armed forces.

American infantrymen on manoeuvres: would conscription mean more intelligent soldiers?

EEC

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The pamphlet points out that the treaties under which the various European Communities were set up make few explicit references to education, but does not elaborate on the difficulties that this has led to in trying to develop educational cooperation between member states.

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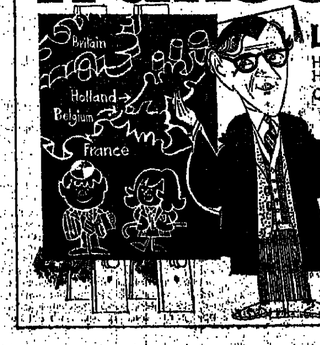

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OVERSEAS NEWS

End of the book-loaded quadrupeds?

Ziauddin Sardar on the attempts to develop a new educational order in post-revolutionary Iran

The new academic year got off to a turbulent start in Iran. But despite the alarming eleventh hour resignation of Gholam Hussein Shokouri, then Minister of Education in the Bazargan government, and the prospect of yet another academic year filled with student unrest, teacher shortages, delays in the textbook distribution and a vast array of administrative problems, schools, colleges and universities opened at the end of September.

Most of Iran's educational problems stem from the plans of the revolutionary leadership to create a new educational system that reflects Iran's Islamic outlook. As Dr Ali Bazargan, Deputy Minister of Higher Education, who still retains his position, says: "We aim to replace the existing education system, as soon as possible, with a system that is based on the teachings and principles of Islam."

A planning committee of the Revolutionary Council is working on a new direction for Iran's educational system. The plan is thought to emphasize self-sufficiency in education and is based on Iran's future manpower needs.

Meanwhile a number of changes have already been implemented. Boys and girls in mixed schools are now segregated. In a number of schools foreign (European) languages, art and music courses have been eliminated from the curriculum. Some textbooks have been replaced and a number of old textbooks have been reprinted minus the portrait and history of the ex-Shah.

A few days before the schools opened, the results of the first post-revolution university entrance examinations, *konkur*, were announced. The examinations, held in July, attracted the largest number of entrants ever. A total of 546,491 applicants, 166,652 of them women, participated in the nationally-held contest for only 40,000 university places, but the failure rate was exceptionally high with only eight per cent passing.

The plight of half a million high school students who failed to secure a university place is particularly tragic. Those who can afford it have opted to study abroad and there has been a mass exodus of students from Iran with most students going to the United States and Europe, although Pakistan, India and the Philippines are also popular. Pakistan, in particular, is popular with women students seeking an Islamic environment. Before its siege, the United States Consulate was receiving some 2,500 applications a day for student visas.

The Government is obviously not happy with this situation and has come up with a "special plan" to increase and raise the "colleges' absorption capacity unlimited". However, the plan could not be implemented this year and its implementation next year is a subject of speculation.

The Government is also concerned about the Iranian students studying abroad. These days, the 200,000 figure, and the foreign exchange sent to these students is 18 times the total annual budget of Ministry of Culture, Science and Higher Education. Certain members of the Revolutionary Council state that this money could be used to expand the educational system of Iran.

The campus of the University of Tehran is now a regular venue for Friday prayer. On the front row, in black, is the former Prime Minister Mahdi Bazargan.

Much of the Government's concern, however, is directed towards the universities. Many of the changes have affected the universities more seriously. A number of dismissals as well as the self-exile of professors and administrators has robbed Iran of its most qualified university staff. At the beginning of the academic year, the "purification committee" of the University of Tehran dismissed 175 members of academic staff for suspected past associations with SAVAK, the ex-Shah's brutal secret police. Similar developments have also taken place in other places and most universities are facing a serious shortage of qualified academic and administrative staff.

The changes in university administrations have not, as yet, proved successful. The university administration is to be divided between academic staff, students and employees. While some universities are still being administrated on the traditional lines, the University of Tehran is run by a committee with representatives from the academic staff, students, clerks and labourers. By the committee's own admission, the arrangement is not working well.

The revolutionary government has also changed the names of most of the universities and reorganized some of them. The Aryn Mehr University of Technology is now called Tehran University of Technology, the University of Azarabadegan is now the University of Tabriz, the Farah Pahlavi University is renamed after a girl student killed during the revolution, Mofteddin University, and Ferdowsi University is now the University of Mashhad.

Fifty-three colleges and higher education institutes in the Tehran area are being merged into one large university, Reza Shah Kabir University has been renamed the University of Mazandaran and almost all colleges and higher education institutes in the Mazandaran area have now been brought under the administration of the university. All pre-revolution plans regarding Bu-Ali Sina University, developed under the Shah as a unique, community-based university, have been dropped. Although its name will be retained it will be changed and brought in line with Iran's long-range educational policy.

Iran's students have answered the call of Ayatollah Khomeini to fulfil their academic duties, but despite many problems and changes, student unrest has not been as large as is expected.

Besides the student siege of the American Embassy, earlier in the month students in Meshkin Fam Agricultural college in Sarl occupied and after similar occupation hotels in Tehran by groups college and university students occupations, in protest against shortage of student housing as a chain reaction with students University of Tabriz and universities in Northern Iran ing suit.

There is no immediate this, or any other of Iran's tion problems. An educational that produces, to use the Imani Khomeini, "whole and well-formed humanity" quadrupeds bonded with cannot be developed

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Where Warnock went wrong

Ian Lewis and Graham Vulliamy criticise the Warnock Committee for failing to acknowledge that social factors can play a major part in the definition and creation of special educational needs

One advantage which may result from the lack of growth in educational provision is the possibility that the enormous cost of implementing the recommendations of last year's Warnock report may not now be met.

In saying this we do not want to present an image of callous disregard for those who might be most in need. The reverse is true. The most significant of the Warnock recommendations, far from helping to resolve the problems of children with special educational need, are more likely to prevent the real problems from being recognized.

Since the late 1950s the intention established in the 1944 Education Act, to have a permanent monitoring body, an advisory council, has significantly changed to a system in which each advisory committee is uniquely established, with a limited brief to examine one aspect of the education system in isolation from all others. Thus, while the education of all children is legislatively established on a principle of continuity between the ages of 5 and 16, both its organization and the system of monitoring operate on principles of selectivity and discontinuity.

Each major report—and the roll call is like the Cenotaph in listing martyrs to the larger cause—on sixth forms, secondary schools, primary schools, teacher training, has appeared, shed a little light on one corner of the educational world, and then disappeared from the scene. The analogy with the Cheshire Cat is most striking. It, too, appeared and disappeared at whim, and had apparently disconcerting effects on those on whom its glance fell.

The most significant effect of reports like Warnock is to set one part of the system against another in the desperate search for scarce resources. Rather than support the initial advisory function, each advisory committee becomes a pressure group engaged in special pleading for its own particular concerns. Nowhere, other than through the DES or the l.e.a.s, is there an opportunity for conflicting priorities to be adequately resolved for the overall good of the system.

People in positions of power thus have an easy escape route should they wish to turn a Nelsonian blind eye on some pressing problem. The Warnock Committee have, like their predecessors, fallen into the hands of the bureaucrats and, in not recognizing this in the framing of their reports they will, like their predecessor committees, also fail to resolve the very problems they were asked to address.

Graham Philpot

"Like the Cheshire Cat, each major report appears and disappears at whim."

The committee can be further criticized because of the approach which they adopted. Here we wish to draw attention to the underlying—and occasionally explicit—use of a psychological perspective, which sees the problems associated with special educational need as being the result of some kind of "illness" to which the pupil is subject. This is not surprising when it is recognized that the membership of the Warnock Committee contained no one with any explicitly sociological expertise.

For the last 10 years or so it has been generally and increasingly recognized that "problem areas" in education are intimately bound up with questions of social definition and labelling practices. It is precisely because the report neglects any serious consideration, that social factors might play a considerable part in the definition and creation of special educational needs, that this absence of one critical professional perspective is of such significance.

It is, after all, within the sociology of education that the emerging concern for the effects of teacher labelling practices on the designation of educational problems began and has developed. In addition, through the work of such people as Paul Willis, attention has also been drawn to external social and cultural factors, which suggests that pupils themselves can play a critical role in ensuring that they are treated as "problems" in the eyes of school establishments.

Most recently the major study by Michael Rutter and his colleagues—*Fifteen Thousand Hours*—has shown the possibility that schools influence pupils' academic performance via such things as "academic emphasis, teacher actions in lessons, the availability of incentives and rewards, good conditions for pupils, and the extent to which children were able to take responsibility".

The combination of such studies seems to show clearly that unless direct attention is given to the actual practices and procedures which characterize schools, there can really be little hope of achieving any satisfactory understanding of how particular outcomes emerge. To begin consideration of the problems associated with children defined as being in special educational need, on the basis of a concern with establishing complex diagnostic edifices, is to beg the question.

The Warnock Committee rightly establish that one of the major problems associated with current practices lies in the system of "categorization of handicapped pupils by type of disability or disorder", on the ground that "Categorization perpetuates the sharp distinction between two groups of children—the handicapped and the non-handicapped."

It is, therefore, doubly unfortunate that in their recommendations they appear to have proposed the erection of a vast bureaucratic edifice, which is likely to perpetuate sharp distinctions between the one-fifth or one-sixth of children of school age who fall into their category of special educational need, and the remaining majority whose educational needs are presumably not special. It is in trying to get themselves out of this dilemma of their own making that the Warnock Committee create the situation which is likely to exacerbate rather than resolve the problems they recognize.

Thus, in order not to fall into the trap of categorization, they have recourse to such a wide-ranging definition of special educational need that it can readily be seen to refer to the total school population. They then have to ensure some kind of system which will allow them to reduce the incidence of special educational need to more manageable proportions of roughly 20 per cent of the school population.

Their definition is that special education "encompasses the whole range and variety of additional help, wherever it is provided and whether on a full or a part-time basis, by which children may be helped to overcome educational difficulties, however they are caused". Unfortunately, the way in which they whittle down this definition to ensure that it only applies to a minority of school pupils rests on their interpretation of a variety of research studies, each of which, in different ways, incorporated teacher completion questionnaires as part of an approach attempting to identify special educational needs.

Each of these questionnaires embodies some kind of category system to allow the identification of children already receiving special help—in special schools or in ordinary schools—or else considered to be in need of some such special provision. This category systems—with their attendant problems of social definitions, and the imposition of officially accepted values (all problems which sociologists should immediately recognize)—are incorporated in a situation explicitly designed to eliminate the problems seen to be associated with the utilization of category systems in the first place.

This, of itself, would not necessarily be a major ground for criticism, if it could be shown that a new implicit category system was superior in some way to the one which is being replaced. However, the Warnock Committee compound their initial error by making a major feature of their recommendations a proposal for the development of a multi-tiered diagnostic system — elaborated in Chapter Four and further developed in Appendix Three.

This system, believe it or not, begins with the first three stages explicitly encouraging predominantly teacher recognition, diagnosis and interpretation. After this the "experts" become primarily involved—including advisers, child guidance and child psychiatric teams, all of whom serve to emphasize the earlier point about the psychological perspective leading quite naturally to the idea that it is the child who is educationally "sick" and suffering from some kind of "illness" which needs identifying and treating.

That the "disease" may result from the context and organization of education, and the consequent actions and interactions of those directly involved, is clearly precluded from such an approach. The very question which the committee was established to resolve is begged in the very procedures recommended for its solution.

Two examples might suffice to show how the committee have misinterpreted the evidence at their disposal and on which they have built their recommendations. One is, perhaps, of less importance than the other. Both, however, indicate the same signs of blinkered vision.

As part of their procedures designed to ensure that the edifice of labelling will continue on a more "informed" basis, the committee recommend that all teachers in training should go through a course on special education. The nature and content of such a course is unspecified, but the reasons for suggesting it becomes compulsory rest on the evidence of a Scottish survey of teachers' opinions.

Twenty-eight per cent of the respondents felt inadequately prepared for teaching handicapped pupils, and 61 per cent said that the topic had *not been dealt with* in their training. However, 58 per cent felt inadequately prepared for teaching slow learners, even though some 94 per cent said that the topic *had been covered in some way*.

This evidence is at least open to the interpretation that the provision of courses in initial training is counter-productive in ensuring teacher preparedness. Such a proposal raises questions about the interpretation and use of statistical evidence in the report.

Perhaps of greater significance in terms of specific recommendations, though, is the evidence contained in one of the pieces of research used to produce the figure of 20 per cent to cover those pupils in special educational need. This survey was into the extent of behavioural problems in the Isle of Wight.

Of the 59 children with IQs below 70—the present borderline of the ESN category—28 were in ordinary schools. These were generally less educationally backward than the seven children with IQs above 70 who were in special schools. This survey, coupled with other findings—of which we could expect the committee to be aware—casts at least some doubt on the efficacy of present educational arrangements, as well as upon the categorization system which produces such allocations.

Where Warnock went wrong

continued from page 17

The significant omission from the Warnock report is any consideration of actual practice with respect to meeting the educational needs of pupils—special or otherwise. Although the committee contained several heads of institutions making special provision, received evidence from a wide variety of people directly involved, and made numerous visits to special and ordinary schools, there is little sign in their report of a concern with educational practices.

Yet if it is the case that evidence exists which suggests that segregation into special units is not necessarily the most effective mechanism for ensuring educational improvement, it surely follows that detailed questions need to be asked about the nature of the educational experience which produce such a confused picture.

The really sad thing about the Warnock report is that nowhere within its extensive coverage can the concerned outsider or involved practitioner find any suggestions about how to improve performance. There is no considered judgment, based on reflection and experience, of strategies which hold out prospects of satisfying educational needs.

How best, for example, should we deal with the learning problems which result from severe reading disability, severe motor impairment, severe social disturbance, severe antagonism to school authority? In respect to each and all of these, what is the range of difficulties which they create? And, most important, what are the relative merits of different kinds of approaches to these problems?

In considering the case of special educational needs, it is surely necessary to *distinguish the special from the normal*, and to resolve the question of greatest importance to teachers—of which kinds can be reasonably resolved within the confines of the normal classroom. Are the answers to these questions to be found in terms of additional resources — of equipment or staffing—to be provided in normal schools; through alternative pedagogies or curricular alternatives; through allocation to the range of special schools, special units, refuges, withdrawal units and sanctuary units expanding in urban areas?

To what extent does the present organization and set of expectations surrounding education contribute to the viewpoint which translates problems endemic to schools into "illnesses" of particular pupils? Is it necessarily the case that the solutions to these problems must lie in the creation of an elaborate mechanism of categorization, coupled with the training and employment of yet more diagnostic "experts" in special education?

If this is so, then we surely have a right to know something about the *criteria of judgment* to be employed in the categorization processes to be adopted and, most importantly, something about the nature of the educational provision—in terms of content, style, relationships, rather than simply in administrative terms — to be made available to resolve the special educational needs of the designated 20 per cent.

On all these matters, Warnock leaves the reader unsatisfied. Other than ensuring that the new processes of labelling are likely to be more extensive than those which they replace, they must surely leave those concerned with all educational needs profoundly dissatisfied. The committee have failed to give any adequate practical guidance to those at present actually facing the problems with which they were concerned. In so doing they must accept responsibility for having failed the pupils too.

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'Vive la différence!

Parent pressure groups in France appear to have more political muscle than their English counterparts. Anne Corbett examines the different aims, strategies and achievements of the rival parent organisations.

Opponents of the Haby reform canvas support in a Paris street.

Five o'clock on a wet Thursday evening in one of Paris's busiest shopping centres. It is my turn to take 14 eight-year-olds by bus from school to a fencing class.

They have all leapt out and disappeared, my son saying sheepishly there is nothing *he* can do about it. Are they in the shops, or worse still the rush-hour *métro*? We arrive at the fencing centre and, thank God, there are still 14. My responsibilities to the parents' association are over for another month.

In the primary school our younger child attends, that is the kind of thing for which the association has mainly existed: organizing sporting or cultural activities which do not find a place on the school curriculum. But—and this was seen as very daring when the association was set up eight years ago—it was also designed to improve contacts between teachers and parents, and give parents a *better understanding of what the teachers* were trying to do.

"The best way of meeting is with a glass in the hand," says the cheerful senior civil servant who, as chairman in the early days, established the precedent of a termly Saturday morning drink after school ends. Most teachers attend. The infant teachers, though not those in the juniors, have also agreed to periodic open mornings.

But a parents' association concerned only with its school is relatively unusual at the primary level, and very rare at the secondary stage. What happens at our local secondary school is more typical. Each year we, as parents, are greeted with the manifestos of two associations which belong to the big national federations of the right and the left.

Our children, our young people are the strength and the hope of our country," the left note begins, and goes on to bewail the failure of the schools to equip everyone with qualifications, and the failure of the Government. "Schools are being shut, classes cut back, teaching sacrificed" in economy drives. "Hundreds of thousands of young people are being refused access to study, to knowledge and to culture . . ." We, as parents, are asked to oppose this negative attitude, which is "dangerous for the future of our young people and our country".

The right-wing association tells us it exists to defend the family and the child at school. It boasts that it is independent of political parties and trade unions, that it is run by parents giving their services voluntarily.

Both offer cut price accident insurance, if we will adhere to their national scheme. But in terms of aims for the particular school they are campaigning for much the same thing: urgent repairs to the crumbling building, better supervision (French teachers will not do dinner duties either), and a replacement system for absent teachers.

Anything either association can offer in addition depends on the wealth of the area and the willingness of parents to be volunteers. In our school the right-wing association can draw on a great deal of both.

It organises trips for the free Wednesday round Paris institutions, from the fire station to the Comédie Française. There are even coaching schemes for weak pupils. The left has concentrated its efforts on organizing an out of school press club for pupils, jointly run by teachers and parents.

But it is not seen as part of the association's job to widen our educational horizons, or facilitate our contact with teachers. Or at any rate there is nothing they can do if the headteacher chooses to play them off against each other. This year she announced she was dropping the practice of coming to the annual general meetings to report on what the school had been doing and to answer questions.

Like every other institution in France, parents' associations are subject to pressures to align themselves with groups which can play a part on the national scene, rather than concentrating on the base. It is just one consequence of a highly centralized government system. They are also lured by the thought of power, for which they need a structure which matches that of the system as a whole.

French parents have a part to play, officially and collectively, in education's consultative structures—from the advisory councils consulted by the minister on major changes of policy, including the curriculum, through a host of departmental commissions, down to the committees at school level which are something like English governing bodies, and in secondary schools, and parents in primary schools, in secondary schools there is also class councils (*conseils de classe*) on which parents and pupils are represented.

For parents, membership is always proportional to the vote their associations receive. So the stronger the association the more numerous its nominees.

There are in the state system alone four national federations of parents' associations, and several in the private sector ("Of course we have liberty of education in France", I am told at the ministry.) Two of the state groups are small, though the numbers might be impressive by English standards.

One operates chiefly in technical agricultural education (the Fédération Nationale des Associations de Parents d'Elèves de l'Enseignement Public (FNAPEEP); it has 120,000 family members. The other, the Union Nationale des Associations Autonomes de Parents d'Elèves (UNAAPE), has about 200,000. It was founded after 1968 to counter "laxist tendencies".

The two which count are the Fédération des Parents d'Elèves de l'Enseignement Public (PEEP), which is usually known as Lagarde, after its current chairman Antoine Lagarde. It has 450,000 family members, and is the "right wing" association. The largest is the "left wing" Fédération des Conseils de Parents d'Elèves des Ecoles Publiques (FCPE) or Cornec: its president is a lawyer, Jean Cornec, and it has about 1.1 million members.

Cornec makes no bones about its political orientation. It has a project for an ideal school which is opposed to the competitive spirit which still dominates French education. "Education should be interesting for *everyone*. Schools should enable *everyone* to succeed." It campaigns to defend the fundamental principles which were established in the 19th century: that schooling should be *laïque, gratuite*—common, non-religious and free.

It opposed the major government reform dating from the law of 1975—the Haby reform—because that was not committed to abolishing selection. As the official put it: Cornec was put pressure to be "bought off" by particular measures, even if these were of interest to parents; such as the institution of school councils at primary level, or smaller classes in the first years of primary and secondary school.

It is also prepared to work with other organizations which have the same ends. There are close links with the main primary teachers union. In fact it was the teachers' initiative to set up a parents' association in 1947 to defend encroachments on the principle of free and non-clerical schooling (there is still a widespread belief that teachers throw away all but Cornec election literature, and the ministry periodically issue circulars drawing attention to the rules of the game). At local level there may also be close links with the socialist or communist party, and joint demonstrations, for example.

Last year Cornec called a huge demonstration to coincide with the education budget discussions in Parliament. There were representatives from all over France. "But then we don't believe in doing deals secretly with those in power," say Cornec people, referring to what they see as Lagarde methods.

The Lagarde catchphrase, that it exists to "defend the interests of the family and the pupil at school", indicates an obvious difference of approach. Where Cornec is more likely than not to be in sympathy with teachers, Lagarde is by instinct suspicious. But then it is a traditional French view—and the federation's origins go back to 1911—that teachers should limit themselves to teaching (*l'enseignement*). Parents do the real *education*.

Nationally, its choice of campaigns has been much more pragmatic than Cornec's. Two at least draw widespread support from parents, and indeed are echoed by Cornec. One is the attempt to ease the pressures of the long school day and the intensive French term, by shortening some of the amazingly long holidays. Another is the campaign for more sport.

There is a dislike of outside political interference. A Lagarde member of a primary school committee in the new town of Sarcelles to the north of Paris talks about their fury when a local communist party member got up at a public meeting to protest about a class closure and claimed some of the credit. There is also obvious embarrassment when the right wing parties endorse Lagarde candidates for the parents' elections.

But it is significant that declining resources for education have forced Lagarde associations into militant action which would have been unheard of a few years ago. As the same Sarcelles man put it: "We were agreed from the first that a class closure was intolerable, and that tough action was needed."

Between them the associations attract about 25 per cent of all parents in membership. But more vote in elections. Last year the figure was about 40 per cent. Lagarde does best in secondary schools and best of all in the *lycées* (which take pupils from 16 on).

Last year it got 40 per cent of the lycée vote, but only 10 per cent in primary schools. Cornec gets over 50 per cent of primary votes, where there are still a number of unaffiliated organizations like the one at our school, and about 60 per cent in secondary schools. Last year the UNAAPE got 1.7 per cent of the vote.

The big two organizations can count on a *good deal of press coverage: there are* accounts of annual conferences in the serious press. Militant action often gets reported.

It is also obvious that a lot of hard work goes on behind the scenes. A Cornec parent doing her stint in the Paris region office claimed that their efforts last year, writing detailed submissions to the inspector, had persuaded the administration not to close 28 of the 53 classes it had originally intended. This year Cornec has negotiated at both departmental and national level to get decisions reversed. It has documented literally thousands of incidents.

In some cases the federations act together. At the ministry of education, the Rector Henri Gauthier, the genial official who often goes on television to explain unpopular ministerial policy, thinks of two instances. The ministry is now studying ways in which the summer term could be better organized in secondary schools, which are disrupted by the *baccalauréat* exam. It is also considering their complaints about the operation of the *conseils de classe*.

But, as the federations point out, studying is not necessarily doing.

It is obvious in the highly legalistic French system that the ministry has a great need of people who can be seen as representing parents. By law, the minister has to seek formal approval at almost every stage. So, the parents' federations are like trade unions, recognized bodies for consultation on the mass of circular and decrees, which flow out of the building in Paris's rue de Grenelle.

The fact that they represent only 25 per cent of parents is not a real cause for worry—Gauthier points to the numbers who vote in elections. And besides, in France, there is not a strong tradition of union membership, he says.

But there is the paradox that, although the parents' associations are always being drawn towards the national arena, it is at the local level that their activities most matter. Gauthier draws attention to the government view that "the participation of parents in the school community is of the greatest importance". "Difficult", he adds, "but essential."

The difficulties are indeed obvious at school level. Curriculum is the province of the teachers, money is a matter for the administration. So the *conseils d'établissement* in the secondary school, the *conseils d'école* in the primary school do, like English school governors, find themselves discussing the drains. But the test case is the *conseil de classe*, since that is the level at which participation has its greatest potential.

There is a fine-sounding text: the *conseil de classe* should be a place for reciprocal information, dialogue, coordination, and—that great French word—animation. It also has a specific function: to approve the recommendations of the teachers as to whether children should move up at the end of the year or repent (though this is much less frequent since the Haby reforms) and at the end of the second year of secondary schooling to approve the teachers' recommendations for subject specialization.

There are two parent representatives for each class, as well as two pupils. They are nominated by the head of the school from a list submitted by the associations (a procedure which also causes anger) and in proportion to the number of votes that the association gets. They have a duty to inform all parents in the class when the *conseil* is happening, and to produce a written report afterwards.

The common complaint is that these are a formality too. The decisions are made in the teachers' meeting (the *conseil de professeurs*) which precedes the class meeting. And unless the headteacher, who is the chairman of the meeting, has a taste for discussion, business is concluded in a few minutes.

The big federations are therefore campaigning to restore the *conseil de classe* to the status it enjoyed before 1975, when the teachers' pre-meeting was first allowed.

I have actually lived through three *conseils de classe*. Having joined Cornec in a school in which it is in a one-to-four minority, I rather surprisingly found myself a parent delegate.

In this instance—and I make no claims that it is typical—I think the ministry's view is borne out that the parents' associations do effectively ensure that there are people to speak up for parents in general, and that it does not matter too much that a large number of parents are not adherents, as long as there are people to speak up strongly for parents.

The procedure of the *conseil* is so formal, there has to be some collaboration between the parent delegates to ensure that we can get a word in at all. We quickly discovered that we needed to get in touch with other parents—whether or not they belong to an association—so that we could speak for many parents, and report back on the things which were bothering them or their children.

Mostly of course they were interested in what particular teachers were trying to do. Through questions about the way mixed ability was working out (it is enforced by law), and the degree of help for weaker pupils, a certain amount of information which is of general interest comes out. The issues are not overtly political, though it is obvious we have a different view: for example on discipline.

Pessimism is a deeply rooted French characteristic. There is widespread criticism of both the associations and the consultative structure, as being concerned with the form, and not the essential.

While I share that view to a certain extent, there are advantages which the English should not overlook. The secondary school *conseil de classe* seems a useful innovation, in providing for a contact at a point where it matters to parents.

As long as competition vies with a comprehensive structure, self interest with the interest of a group, a single parental policy is impossible to envisage. The French system recognizes diversity, and gives parents a place in the structure which is still denied them in England.

Parents as authors

Heather Sutton and Barbara Tizard describe a project which aims to enrich the nursery curriculum by drawing in the children's families

Involving parents in their children's education is a particular challenge in multiracial areas. Parents are an obvious source of help for schools which want to respond to the needs and reflect the culture of the minority groups they serve. Yet for a variety of reasons minority group parents tend to stay away from schools.

This was the situation in a multiracial school which took part in our recent research project concerned with parental involvement in nursery education. The countries of origin of the nursery children's parents included Cyprus (Greek and Turkish areas), England, Guyana, Ireland, Jamaica, Mauritius, Nigeria, Pakistan and Peru. Their linguistic skills were impressive—some spoke four languages, most used English as well as their native language at home.

There should be some way in which their extraordinarily varied cultural backgrounds could be reflected in, and contribute to, the school. Yet although almost all of the parents came to the school to watch video-recordings made of the class, they did not participate in discussion or take any active role in the nursery. Because of their very diversity the parents in no sense formed a community, and few even spoke to each other.

For these reasons it seemed to us that any worthwhile contribution from the parents would initially have to be obtained on an individual basis. We knew from interviews with them that they were very concerned about their child's education, and would welcome guidance about how they could help at home.

We ourselves were looking for a way to enrich the curriculum of the nursery with the experiences of the children's families. We thought that both these aims might be fulfilled if the mothers could be persuaded to write and illustrate a book for their own child, where appropriate in their own language.

A research officer visited the mothers at home, put forward the idea, and suggested a layout for the book—a picture on each page, with a sentence underneath it—and discussed possible themes. She tried to direct the mothers' attention away from the usual nursery themes, and to convince them that their own and their child's experiences were valuable material for books. The books were completed in the course of the visit, which took up to two hours.

One mother chose a neighbour to write about: "Every day Paul goes to see Ellen . . . ". Another wrote about her aunt: "My Aunty Elsie is clever with her hands. . . ". A Jamaican mother wrote about her childhood. . . . "My father had lots of sweet oranges. We pick young oranges and play games. . . ".

A Mauritian mother started: "Once upon a time there was a little girl called Sue who lived in this house in Mauritius. . . ". The books were refreshingly unstereotyped — a sad event would be recounted without a happy ending.

At first the mothers were rather shy about drawing, but in the end most of them enjoyed illustrating their books. Few families had suitable pens and paper available, so we took along typing paper, and black felt-tip pens.

In some families each family member made a book—for example one mother wrote a book in Turkish about her childhood in Cyprus, and the nursery child's two older brothers wrote in English, one about taking their little brother to the park, the other about a family trip to the zoo.

These books delighted the children, but because we wanted them to be used in the school the research officer "published" them in the following way. She photocopied the illustrations, then, since the original handwriting and spelling were not always acceptable to the school, printed or typed the text under the illustrations.

When the mother had written in a dialect of English the original syntax was retained. If the book was written in a foreign language, an English translation was printed underneath. Another possibility would have been to produce two copies of the books, one in the mother tongue, and one in English.

Each page was then covered in plastic. The research officer took a photograph of the child, if possible with his family, photocopied this on to a stiff cardboard front cover, and entitled the book, for example, "Sean's book" by "Mrs Brown". These stiff plastic covered books were then placed in the class library, and a copy of the book was returned to the family for use at home.

If a photo-copier had not been available, the mothers would have been asked to write their text and draw their illustrations on separate sheets of paper. The research officer could subsequently have printed the text underneath the illustrations, put the pages into plastic pockets and glued the child's photograph on to the front cover. Apart from the home-visits, the activity need then take no more of a teacher's time than making a set of work cards.

Clearly, there are a number of ways in which a teacher can use these books. She can read them to the children; lend them out, she can invite the authors to come and read them to a small group of children, and in the infant school she can use them as very meaningful reading *books for individual children. There is no* reason why the books should be seen as a "one-off" event; if encouraged, the parents would have written more.

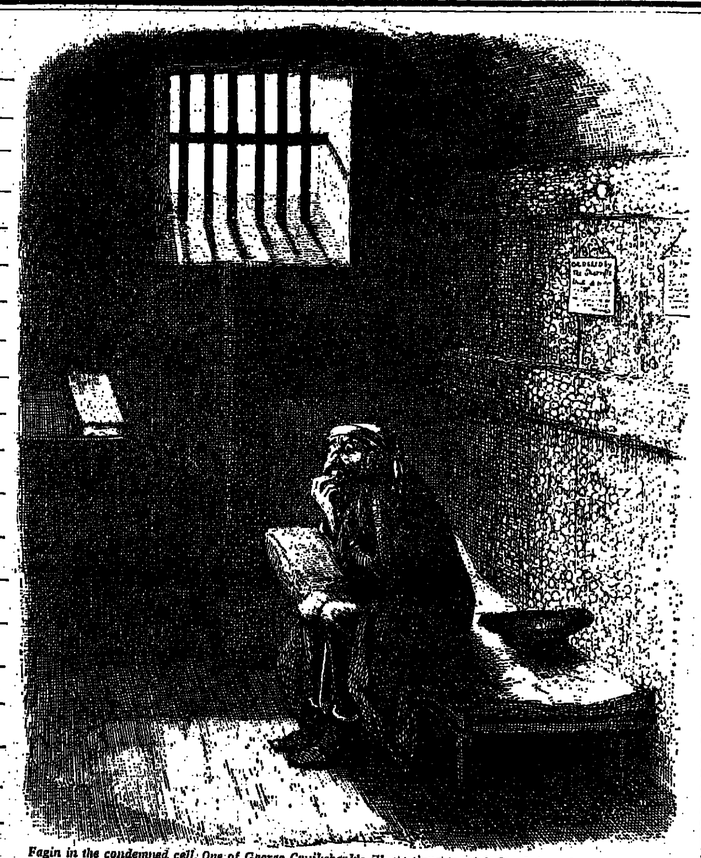
The parents in this particular class would probably not have responded to the initial suggestion if it had involved making the books in a group. In other schools, however, it might well be possible to organize a workshop where parents could come and combine a pleasant social occasion with book-making.

The books have certainly given a lot of pleasure to the parents, children and teacher concerned. They have created a positive point of contact between parent and teacher, and demonstrated to the parents that the school recognizes and values the child's family experience. An activity of this kind is likely to enhance both teachers' respect for parents, and parents' own self respect, and should make subsequent home-school communication easier.

Heather Sutton and Barbara Tizard work on the Parent Involvement in Nursery Education Project, Thomas Coram Research Unit, University of London Institute of Education.

A dread Phaenomenon

Although Charles Dickens never burrowed deep into the hidden sources of his behaviour, he was haunted by furies which made him feel a monster to his family and terrified of himself. Hilary Spurling looks at a recent biography and an older reissue



Fagin in the condemned cell. One of George Cruikshank's illustrations to an 1846 edition of Oliver Twist.

Dickens: A Life. By Norman and Jeanne Mackenzie.
Oxford University Press £8.95. 19 211741 6.

Charles Dickens. His Tragedy and Triumph. By Edgar Johnson. Penguin £2.50. 0048 95 2.

Norman and Jeanne Mackenzie's new life of Dickens comes sandwiched between two famous portraits. The first is Daniel Maclise's radiant painting of Boz done when both artist and sitter were giddy youths dashing about town together in roaring spirits, or pacing down to Windsor where Dickens prowled the castle grounds in transports of love-lorn jealousy while Maclise went inside to work on the young Queen's wedding portrait. He had painted his friend in black velvet with a touch of white at the wrists, a graceful, even girlish figure whose glossy chestnut curls, bright eyes and frankly confident expression make it easy to see why his contemporaries found the young Dickens irresistible.

Just under 20 years later Dickens was photographed looking exhausted and far older than his 50 years; his skin clothy, hair lank, face seamed and crumpled like his clothes, tenuously painfully evident in the set of his hands and head. This is the man whose wife's son Charley said could signal an outburst of temper simply by the look on the back of his head. The grim despair and restlessness which he himself described to Wilkie Collins dominates a face haunted by the furies that had driven him to dissatisfaction abroad and unhappiness at home, to quarrel with his publishers, bully his family, cruelly humiliate his wife and cut old friends who tried to remonstrate. It was four years since his marriage had ended scandalously in separation and he had simultaneously embarked on that gruelling, dazzlingly successful series of public readings which would eventually kill him. The photograph shows the private Dickens behind the public emblem of paternal benevolence: the man who, as he told Collins, tried frantically to escape from himself—"For when I *do* start up and starve myself steadily in the face, as happens to be my case at present, my pluck is inconceivable—indescribable—my misery amazing".

The story of what happened to turn Boz's brilliant spring to premature winter is perhaps one that can be told too often, certainly one that has been told a very great many times between Forster's 1872 biography and Professor Edgar Johnson's monumental doubledecker in 1952. The Mackenzies make no bones about having nothing particular to add to Johnson beyond generally bringing him up to date in the vast and well-cropped field of Dickens research: there is the kind of regular trim required by any well-kept biography every quarter century or so, though it is perhaps a trifle eccentric not to mention—in what seems a decidedly ungenerous acknowledgement to Johnson—that he himself brought out two years ago a revised, single-volume edition of *Charles Dickens, His Tragedy and Triumph*.

One cannot help feeling that this new 'ultimate' Johnson (which comes minus the somewhat prosy critical chapters, and has now been paperbacked by Penguin) offers on every count better value than the Mackenzies. They are sharper and slipper than their predecessor but not nearly as copious; and they quote far less, having evidently been at pains to paraphrase, truncate or otherwise tailor the many crucial autobiographical passages on which all Dickens' lives have traditionally been built. Inevitably parts of their narrative read like an obstacle race in which the aim is not so much to explore, but rather to negotiate as smoothly and speedily as possible such bulky but familiar items as the blacking factory, Mary Hogarth's death, Mrs Dickens' tears over Ellen Ternan's bracelet or Dickens himself weeping into his daughter Kate's wedding dress.

Like Johnson, the Mackenzies favour a certain defensive banality of style, only where the life plainly is positively deadpan generally bringing him up to date in the vast and well-cropped field of Dickens research: there is the kind of regular trim required by any well-kept biography every quarter century or so, though it is perhaps a trifle eccentric not to mention—in what seems a decidedly ungenerous acknowledgement to Johnson—that he himself brought out two years ago a revised, single-volume edition of *Charles Dickens, His Tragedy and Triumph*.

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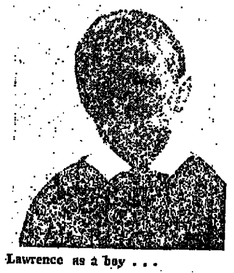
A son and a lover

Myra Barrs traces the life of D. H. Lawrence through his letters



Lawrence as a boy . . .

The Letters of D. H. Lawrence. Volume I 1901-13. Edited by James T. Boulton.
Cambridge University Press £15.00. 521 22147 1.

We live in the most exhaustively documented era there has ever been —or do we? Technologically speaking, perhaps, as the minutiae of our public and external lives spool on for ever in a monstrous accumulation of tape. But what about the immeasurable private records that are what have always, up until now, given history its flavour? When we want to get inside the past it is to that mass of private paper that we turn, to the letters and the journals that lead us, like hidden passageways, into the quiet back rooms of other people's lives.

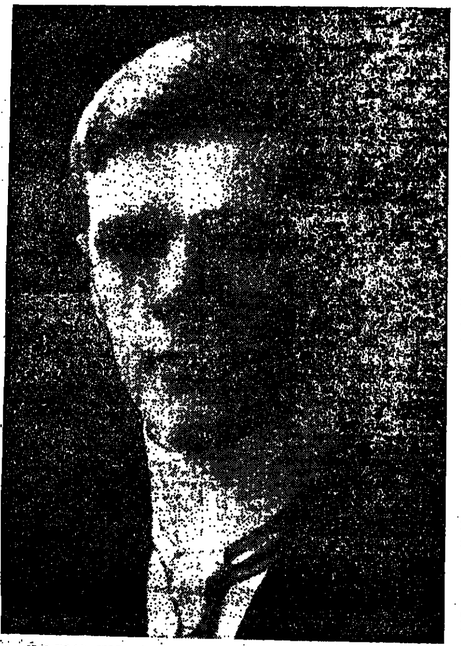
There are still diarists—some. But few correspondences like Lawrence's will survive the spread of the telephone. It hurts to think of all the energy and quick art of these letters leaking away into the STD system.

An edition as comprehensive as this one seems initially off-putting in its grim thoroughness. It prints every scrap of writing off every picture postcard, and includes summaries of letters which have not survived but are known to have been written. There are genealogical tables, constant notes, maps, and chronologies. We read that Sam King, one of Lawrence's brothers-in-law, was unemployed for a time in 1912, but later went to work as a driver in Glasgow; we learn that researches have failed to trace the identity of the nurse who saw Lawrence through his bad illness in 1911.

But in spite of this irritating hagiographic detail you don't have to read far into this volume before you are bitten. The story takes hold. The volume begins with Lawrence, a 16-year-old schoolboy, writing for a job as a clerk in a hosiery factory, and ends with him in Germany, with Frieda, on the publication date of *Sons and Lovers*. This is the part of Lawrence's life that *is* his story, for most of us, so the volume has a strong narrative line, and it is hard to imagine that the six later volumes that are planned can have half as much to offer us this one.

Because of its policy of all-inclusiveness this is an almost daily record of these years, especially in the period when Lawrence was teaching in Croydon and writing often to friends and family in Nottingham, and to Louie Burrows, his fiancée for a time. But there are huge gaps. No letters to his mother survive, and those to Jessie Chambers can only be represented in this volume by quotations from her own account of the correspondence. This is rather like *Hamlet* without either Gertrude or Ophelia—except that there are plenty of other female characters left in this case.

Most of Lawrence's correspondents were women. "Why is it women *will* fall in love with me?" he complains to Edward Garnett. The answer can only be, because he made them. He flirts, fascinates and teases his way through some of these correspondences. "I am pretty well developed; I have done a good deal of dumb-bell practice. Indeed, as I was rubbing myself down in the late twilight a few minutes ago, and as I passed my hands over my sides where the muscles lie suave and secret, I did love myself. I am thin, but well skimmed over with muscle; my skin is very white and unblemished . . . I like you because I can talk like this to you," he writes to Blanche Jennings, whom he met only once in his life, but with whom he corresponded regularly for a time. And, writing in a depressed mood to a woman poet, Rachel Annand Taylor, he urges "Tell me I may come next week on a fortnight. It will be so grateful to vibrate to somebody of delicate susceptibility . . . when



. . . as a young man

one lies exposed and quiveringly vulnerable in print or at the brutal publishers. It is nice to feel the warm hands of understanding quiescing this . . . such rejoining moods rarely last five long. The letters are generally written out of an overplus of energy, that bubbles on to the page. "What we all want, madly, is human contact" he declares at one point, and there is no doubt that this is the force that drives his pen.

It's because the pen sits so naturally in his fingers that the letters are so full of chance pleasures. He is good at the quick detail that makes a landscape flash into view, or that animates a domestic scene. Of his landlady's little daughter he writes "I really think Mary is the prettiest youngster in England. And she's such a rascal. When she's bathed, her hair comes out in full blossom like a double flower, and her face is like apple blossom buds. She insists on sitting on my head and kicking her legs against my neck. Then she goes off and drinks my beer. You should see her with her mouth in the froth, her eyes glancing askance at me before I rush for her."

All letters are, to some extent, self-display, an allowed form of self-revelation. Lawrence is, at this period, a young man with a great sense of his own possibilities and his contradictions, and in his letters he often explores what he feels he may be becoming. It's often in letters to comparative strangers that he touches on things that are most important to him. It's in writing to Ernest Collings, whom he had never met but had exchanged some letters with, that he expounds his famous credo "My religion is a belief in the blood, the flesh, as being wiser than the intellect". The letters are sometimes a kind of self-communication, a way of keeping in touch with himself as well as with others.

Lawrence shows an uncommonly realistic sense of his own accomplishment in these letters. He is indulgent towards flawed work by a previously unpublished friend; his editor he is rough on in *The Trespasser*: "The book is execrably bad art: it has no idea of progressive action, but arranges gorgeous tableaux vivants which have no connexion one with the other . . . its purple patches give sickliness: it is, finally, gorgeously graphic". He is aware that *Sons and Lovers* is the most important work that he has done, yet recognises that it marks the end of a stage in his development: "I reckon it is a great book, I shall not write quite in that style any more. It's the end of my youthful period."

One of the most astonishing realisations that the book holds is how little importance Lawrence attached to his early tales, and how quickly they got written ("these things pour out of him, he says, only the pen", Frieda would commonly). They must have come out of the same overflowing energy as these letters, and the same exultant sense of his own skill that he celebrates in this message from one of the early letters: "Hurrey—one thing I can do—I can juggle with words: get a white rabbit out of a silk hat, or a white dove out of a black saucepan—which I find only rather a Hurrey—I like having a bit of fun with words."

It's these manipulable creatures—visions of loveliness it has never been my happy fate to encounter—who are paradoxically inclined to throw off their objecthood and join the dance of life.

Anarchists, as we have noted, were never strong on thought, and *Reinventing Anarchy* cannot be said to be much of an advance. There is a moderately good conception of "direct praxis" which analyses human character as an aspect of the dreaded Capital, but little else that could have made the pulse of Prince Peter Kropotkin or Bakunin race any faster. A lot of anarchist thought consists of merely taking up postures. Anarchists, we are told, "refuse to accept" that crime is explained by original sin. And a lot seems to depend upon grunting and withholding of labels. Crime is largely defined out of existence, and the solutions to many practical problems consist in the simple devices of declaring the criminal conditions for solution. Groups, we are told, will make decisions by consensus and would discuss an issue until it is resolved to the satisfaction of everyone. Nothing much to fear in achieved anarchism, I suppose, except paralytic boredom.

There are only two emphases in the book that might justify the book's claim to novelty. One is that anarchists have now abandoned syndicalism, the Strasbourg student

In revolutionary thought as articulated in 1966. Situationism is anarchism with a whiff of art. It aims to jolt the masses out of the stupefied passivity induced by the capitalist spectacle. It must be clear, in fact, from the Oedipal underpinnings of most anarchist thought in which the world is conceived as a prison from which we must escape, that one of its main tenets would be some form of occultism.

The other development is the crossing of anarchism with juvenile delinquency in the "radical" shoplifting. Like everything else with a claim to novelty in the book this view, in this form, is a heritage of the dizzy sixties, when one group of anarchists even thought that could bring capitalism to its knees by vandalism. The ex-mayor of Palo Alto actually thinks better than such piddling concerns. "Shoplifting has its merits," he remarks, dotingly, "and the mediocrity of such minor forms of theft lies in their limitations. If carefully shoplifting can be transformed in bold and organised acts of midnight pillaging. The only really satisfactory theft, he thinks, will be taking into our own hands all the means of production and distribution everywhere.

Marx thought anarchism was pettybourgeois. Given this sort of Situationism, maybe he was right.

In custom and in ceremony

Marion Glastonbury on people and places

Me and Nu: Childhood at Coole. By Anne Gregory.
Colin Smythe £1.80. 0 86140 010 0.

Five to Seven: the Story of a 1920s Childhood. By Diana Noel.
Collins £4.95. 0 00 211370 8.

The Days of My Freedom. By Grace Griffiths.
World's Work £3.95. 437 06500 6.

The Yellow on the Broom. By Betsy Whyte.
Chambers £5.95. 0 550 20365 6.

In Search of Coffee Mountain. By Elin Toona Gottschalk.
Kestrel £3.50. 0 7226 5497 9.

When, on a stormy night in 1919, Yeats lay awake in his tower and worried about the future, he prayed that his daughter, then a sleeping baby, might have the serenity of an ordered life. He wished her to be sheltered from the vicissitudes of public affairs, free from the intellectual hatred of political opinions, contentedly absorbed in the quiet rhythms of domestic routine.

"How but in custom and in ceremony
Are innocence and beauty born?"

Few girls growing up since then have received intact the blessings that Yeats desired for his descendants. Five impressive books record the early memories of women born in tempestuous times, infants for whom the only safe bet was the certainty of change. Some had a struggle to stay alive. All witnessed vain attempts to defend those traditions that had hitherto given meaning to existence.

Yeats's ideal of a well-regulated haven, "a house where all's accustomed, ceremonious" attained perfection at Coole Park, Lady Gregory's estate, where he was a frequent visitor. Her two granddaughters remember him lost in thought, wordlessly passing his cup to the head of the tea-table to be refilled. Sean O'Casey was more fun, outraging the servants with his lack of collar and tie. He needed instruction in identifying trees but carved his name on a copper beech.

Augustus John had been best man at their parent's wedding—"rather bad luck on Dada, we thought"—helped to design and build their seaside home, painted the children's portraits. Shaw cheated at "Hunt the thimble" and composed verses in honour of his hostess: "How happy our lives are at Coole/Under Grandmamma Darling's beneficent rule!"

Indeed the founder of the Abbey Theatre presided over an adventure playground, giving tomboy-aristocrats the freedom of the woods, lake, orchards and hayfield; reading Brer Rabbit aloud to them by the library fire; letting them train ponies and drive the Model T Ford; paying for the ensuing damage and enduring a broken nose without complaint.

Paradoxically, this most generous of matriarchs embarrassed Anne and Nu by her parsimony in restaurants where she would scoop the contents of the sugar bowl into a used envelope, explaining, as she closed her handbag, that she didn't take sugar in tea but, having paid for it, wished to prevent the proprietors from selling it twice.

During the Troubles, Lady Gregory's property was sacrosanct. De Valera, trusting to her nationalist sympathies, held an unauthorised meeting on her land; her daughter-in-law escaped an ambush unharmed. The family were in Galway in 1918 when they learned of Robert Gregory's death in action. Terrified that the enemy might catch them in the town, the children returned with relief to Coole which "no-one could invade".

Like her Anglo-Irish contemporaries, Diana Noel had a busy, fashionable, censorious mother who consigned her to the care of a rich kind grannie. Unlike them, she was conventionally brought up. To a nervous only child, the treats of the twenties—walks in Kensington Gardens, the purchase of a panama hat, a holiday in a Swiss spa, the affability of eccentric strangers, the sudden arrival of her boisterous unknown officer-father were almost as trying as the tribulations—visits to the dentist, punishments devised by sadistic aunts, the loss of her devoted nanny and persecution by a deranged replacement. "In courtesy I'd have her chiefly learned," Yeats had written. The gaffes and gaucherie deplored by Diana's relatives, her tics and stomach-churning shyness, were precipitated by public presentation in the drawing-room after long encarceration in the nursery, whence she was finally dispatched, still twitching, to boarding school.

Grace Griffiths spent the first 10 years of her life, as Yeats would have wished, "rooted in one dear perpetual place", a farm cottage on the edge of Dartmoor. In spring, a wild tapioca pudding of frog spawn filled the ditch outside the kitchen door; in autumn red deer raided the damson crop. Her father had been gassed at the Battle of the Somme and, though a chronic invalid, defied augury by living till 1951, writing letters for illiterate neighbours, debunking superstition with science, introducing his daughter to gums, myths and history.

Raised in her mother's fundamentalist faith—the sun always shone in token of divine favour on the Plymouth Brethren's annual outing—Grace was shocked by the exposition of evolutionary theory at school. The teacher in her turn was shocked by the anatomical detail of Grace's plasticine dog, failing to recognize in her eight-year-old pupil the keen eye which would faithfully delineate the badgers, buzzards, frogs, otters, moles and hedgehogs of this living landscape. Her observation of village craftsmen—tinkers, threshers, shearers, hedgers, smiths and cider-makers—was sharpened by fascinated awareness of distant predecessors, the Bronze Age settlers and medieval tin-miners. Basket-making she learned from Liza Stanley, an ancient gypsy whose sons and grandsons sold off their caravans and ponies and moved into council houses in time to be conscripted and killed in the Second World War.

The life of Betsy Whyte spans the same period but there is little to regret and no cause for nostalgia in the passing of the harsh nomadic childhood she describes. Scavenging for a living in Central Scotland during the Depression, the family spent the summer under canvas and the winter in a bug-infested hovel. Traveller children were required by law to attend school on a hundred days each year. Betsy's academic success, a high-school scholarship, led to ostracism and harassment from her fellow-pupils, paralleled by the officially-sanctioned assaults to which her elders were exposed. The only remedy was flight. Constantly humiliated, forever on the run, the men soothed their hurt pride by exacting total subservience from their women. Each day was a lottery, they ate or fasted as luck was in or out, and they avenged their powerlessness by a set of rigid taboos based on sexual possession, hatred of intimacy, dread of female pollution. Wife-battering, drunkenness, parents "making murder" Betsy took for granted, but she was struck by the gentleness of her "scaldie" brother-in-law, who was not ashamed to do "women's work" and feared no contamination from meals prepared by his wife within a month of childbirth.

The testimony of this extraordinarily spirited woman originated with research from the School of Scottish Studies to whom Betsy was known as a ballad singer, folklorist and native speaker of "cant". She also tells fortunes and reads minds. Belief in their own psychic powers grows in vigorous people when they lack practical means of determining their fate. At the mercy of circumstance, they consider themselves not as victims but as indirect agents of fearful magic. A stateless refugee in the camps of post-war Europe, Elin Toona Gottschalk blamed herself for wishes which came disastrously true. Her longed-for pets were destroyed; the Allies bombed the accursed schoolhouses no sooner had she made friends than they left for the American Zone where the bread was whiter and the parcels more plentiful.

Amid squalor and destitution, Elin enjoyed herself, sledging, foraging for food, preparing the cherished rituals of an Estonian birthday for her grandmother and uncle. The coffee mountains of the title refer to the promise of ultimate prosperity with which the delinquent Unki beguiled his girl-friends. Taking at random a Biblical text for Christmas, the family was delighted to hit upon: "He brought me also out of the horrible pit, out of the mire and clay, and set my feet upon the rock and ordered my goings."

The good cheer of these story-tellers is proof of the toughness of love, evidence that Yeatsian innocence and beauty, ideally nurtured in custom and ceremony, can also be salvaged from disintegration and despair.

Maverick

Victoria Glendinning on Jean Rhys

Jean Rhys: A Critical Study. By Thomas F. Staley.
Macmillan £10.00. 333 24522 9.

Thomas F. Staley of the University of Tulsa begins his short critical study of Jean Rhys, who died this year, with a biographical chapter. This is of particular interest not only because so much of her rackety life has been wrapped in mystery but because her fictions are even more directly drawn from her own experience than are most writers'. "I always start with something I feel or something that happened and then in the middle it becomes something else", she told Professor Staley.

Her West Indian childhood was followed by a period at RADA in London and two years with a "musical chorus travelling troupe" just before the First World War. After the war she married Jean Lenglet, half-French and half-Dutch, who wrote under the name Edouard le Nève. In Paris, when he was sent to prison for receiving stolen goods, she became the protégé and mistress of Ford Madox Ford, who launched her on a writing career: her view of their entanglement is the source of *Quartet* (1928). After her first marriage ended, she came to London and met her second husband, the literary agent Leslie Tilden Smith. "There were financial problems and drinking." He died in 1945, and afterwards she was married for a third time, to Smith's cousin Max Hamer—he too was sent to prison, for embezzling. She was a bad picker of men: she said of Hamer, "I grew dependent on him; he was rather a sweet man."

It is this chronic, rootless dependency—a passive reliance on unreliable or predatory men, who abandon her in sordid hotel rooms alone with the bottle and the mirror, that is the hall-mark of the Jean Rhys heroine. Professor Staley reads a strong feminist message into the fictions, taking an extreme position about the heroines as victims of the male-orientated society and the male ego. The men tend to be seen like Stephen in *Quartet*, "the embodiment of male weakness and self-pity," or like Heidler in the same book, "a kind of incubus, a projection of the male species in his dominance and abuse of the female." (Weak or strong, they're wrong.) It seems to me that this is a reductionist reading.

Although sexual politics are Jean Rhys's only arena, and although she transcribed the female consciousness in an unprecedented way, what her novels express transcends feminist dialectics and all other limiting orthodoxies. A Rhys heroine looks to men for the last Eden that no one can give her. Of Anna in *Voyage in the Dark*, Staley writes: "The warm, lazy, exotic, natural world of the West Indies, which is surely the essence of her nature, failed to prepare her for the Anglo-Saxon world in which she was cast adrift." The same was true of Anna's creator. She called Marya in *Quartet* a "naive sinner". A Rhys heroine is a maverick and an exile, and like an innocent spanner in the works can cause as well as suffer damage. As Francis Wyndham has written of Antoinette in *Wide Sargasso Sea*, "She is unreasonable, and at moments one even pities the well-meaning men who found her so difficult to deal with".

It is not surprising then that Professor Staley finds Antoinette in some ways "unsatisfying" and "disturbing" for in her story the men cannot altogether be blamed. Here the Rhys heroine has come out of the closet (only to be incarcerated again, at Thornfield Hall). Antoinette is unpredictable, primitive and subversive. Staley's pointing-up of the caged-animal images for the earlier heroines is apt; and the pseudocistic passivity they all display is perhaps that of the defenceless animal, frozen immobile in face of a strange species. The assumption that if men were "better", women would be "reasonable" may not, in the alienated Rhys cosmos, be true. Nor is this passive alienation confined to females. Professor Staley's book, which raises many questions, is a useful but limited introduction to an endlessly provocative writer.

Jean Rhys.

Popes, bishops and women

Ian Caruana

The Popes and the Papacy in the Early Middle Ages, 476-752. By Jeffrey Richards.
Routledge and Kegan Paul £15.00. 7100 0098 7.
Women in the Middle Ages. By Frances and Joseph Gies.
Harper and Row £5.95. 06 173590 6.
England Before the Norman Conquest. By David Harrison.
Distributed by Alderman Printing, Ipswich £12.50. 950 5910 09.

Jeffrey Richards's book was born of two earlier books, one a model for its form, the other a target of attack. The model was A. H. M. Jones's *The Later Roman Empire* which is superb in its mastery of an historic period. Richards's choice of model is appropriate for his subject. He is able, as Jones did to provide a detailed chronological history and then complement it with a survey of various topics—the age, background and experience of Popes, the Papal administration and relations with the bishops. The range of topics is not exhaustive (far less so than Jones) but the writing is lively and full of ideas. As with his mentor the emphasis is on original sources at the expense of minute citation of other secondary writings.

Unfortunately, it is probably necessary to justify the subject. One justification comes from the target of attack: the theory that later medieval ideas of a Papal monarchy can be traced back to Gelasius I and Gregory the Great, something expressed, among others, by Ullman in *The Growth of Papal Government in the Middle Ages*. Richards argues that the whole concept was anachronistic in this early period. He shows how the Papacy reacted to its own contemporary circumstances and how these changed with different Papal personalities and over time. This story of relations with heretic but benevolent Ostrogoths, with Byzantine emperors possessing unorthodox religious views and autocratic tempers to whom allegience was due, with invading Lombards in a devastated Italy, and with an increasingly ineffectual Exarchate in Ravenna is exciting enough in itself as a recommendation. I hope that the Aston Villa football team, to whom the book is dedicated, will enjoy it as much as I did.

The other two books are less satisfactory. Few medieval people, particularly women, stand out as personalities and Frances and Joseph Gies do nothing to challenge this assertion. They are well read but often only repeat other historians' compilations. I compared their chapter on Margaret Paston with the chapter on Women's Life in *The Pastons and their England*: this was apparently the source of details new in the Paston letters but it was also much more vividly presented than in the Gies's book. On the other hand, the Gies are accurate and while their subjects have been discussed elsewhere in readily available books it may be useful to have this anthology.

I simply cannot see the need for David Harrison's well-informed textbook on Roman and Dark Age history. Linking the two periods is simply quirky but both Roman Britain and Saxon England are already covered by excellent general histories. Neither will be challenged by this work.

Is happiness there for the taking?

Kenneth Minogue on anarchism

Reinventing Anarchism: What are Anarchists Thinking These Days. Edited by Howard J. Ehrlich, Carol Ehrlich, David de Leon, Glenda Morris.
Routledge and Kegan Paul £5.95. 7100 0128 2.

In April, 1974, the mayor of Palo Alto handed in his resignation and issued a statement explaining the anarchist view of the world which had led to his decision. "It seems that I and everyone around me produce an alien world and exhaust ourselves in the process. . . . In this daily humiliation, I am robbed of all spontaneity and joy." He explained that he was slowly discovering needs and capacities which had been suppressed since his earliest days "by the social system of Capital and by all the social processes and institutions which it creates to reproduce its power".

This mayoral testament is a brief and almost moving document: one of the best in *Reinventing Anarchy*. It certainly gives the clearest insight into what makes this type of anarchist "tick" as he does. Frustration of desire and the separation of person from person can in some models be seen as *merely* unnecessary and irrational. Can there be anything more important that to work for the removal of this alienation and to replace it by the happiness there for the taking?

It is this obviously appealing message which gives anarchism its enduring strength and charm. For of all revolutionary movements, anarchism is undoubtedly the most appealing. Unlike most of those in the Marxist fold, anarchists have never involved themselves in apologetics for some murderous collective regime; and they have never been found licking the boots of some grisly dictator, some Stalin, Mao, or Castro. Anarchists go straight to the point. The problem is oppression. Government is the fundamental image of oppression. Therefore let us all act in the immediacy of our daily lives so as to get rid of government. The rest is (to use the anarchist idiom favoured by some of the contributors to *Reinventing Anarchy*) bullshit.

Anarchists pay for this advantage also, everything has its costs, by being unable to explain how mankind ever got into its present mess. Like most revolutionaries they shuffle back and forth across the horns of a dilemma which may be conveniently illustrated from relatively long sentences in a piece by Carol Ehrlich, one of the editors. Ms Ehrlich is discussing the difficult question of how anarchism is related to socialism and feminism.

What is the real enemy? Government? Capitalism? Patriarchy? There are no prizes for guessing that these are merely different heads of the one Hydra, and that anarchists are its most effective decapitators.

Socialists, she tells us, however, are often blind to the fact that people are oppressed in every aspect of life, work, what passes for leisure, political relations, relationships . . . all of personal relations. Whilst all socialists and anarchists insist that people must transform the conditions of their lives *themselves*—it cannot be done for them. Not by the party, not by the union, not by the "organizers", not by anyone else."

This is not bad inspirational stuff, but if you take the words seriously, it involves a contradiction. If people actually are oppressed in every aspect of their lives, then they cannot possibly transform their condition, and, contrariwise, if it is in fact possible for them to transform their lives, the metaphysical nebulum how oppressed and miserable we all are must obviously be toned.

This is, of course, the oldest contradiction in ideological thought. The germ of it is in Marx's conception of the proletariat as "wage-slaves" who have nothing to lose but their chains. Marxism provides a marvellously illuminating account of women as a mindless plaything for the bourgeoisie, but it is not clear how it is supposed to be relevant to the sex objects

it is these manipulable creatures—visions of loveliness it has never been my happy fate to encounter—who are paradoxically inclined to throw off their objecthood and join the dance of life.

Anarchists, as we have noted, were never strong on thought, and *Reinventing Anarchy* cannot be said to be much of an advance. There is a moderately good conception of "direct praxis" which analyses human character as an aspect of the dreaded Capital, but little else that could have made the pulse of Prince Peter Kropotkin or Bakunin race any faster. A lot of anarchist thought consists of merely taking up postures. Anarchists, we are told, "refuse to accept" that crime is explained by original sin. And a lot seems to depend upon grunting and withholding of labels. Crime is largely defined out of existence, and the solutions to many practical problems consist in the simple devices of declaring the criminal conditions for solution. Groups, we are told, will make decisions by consensus and would discuss an issue until it is resolved to the satisfaction of everyone. Nothing much to fear in achieved anarchism, I suppose, except paralytic boredom.

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The other development is the crossing of anarchism with juvenile delinquency in the "radical" shoplifting. Like everything else with a claim to novelty in the book this view, in this form, is a heritage of the dizzy sixties, when one group of anarchists even thought that could bring capitalism to its knees by vandalism. The ex-mayor of Palo Alto actually thinks better than such piddling concerns. "Shoplifting has its merits," he remarks, dotingly, "and the mediocrity of such minor forms of theft lies in their limitations. If carefully shoplifting can be transformed in bold and organised acts of midnight pillaging. The only really satisfactory theft, he thinks, will be taking into our own hands all the means of production and distribution everywhere.

Marx thought anarchism was petty-bourgeois. Given this sort of Situationism, maybe he was right.

Paperbacks

Slaughter and water

Richard North

A Whale For the Killing. By Farley Mowat.
Pan £1.00. 330 25889 3.
Seal Cull. By John Lister-Kaye.
Penguin 95p. 14 052 336 7.
People Power. By Tony Gibson.
Penguin £1.25. 14 022 108 5.
Water In Great Britain. By Celia Kirby.
Penguin £1.50. 14 022 152 2.

If you like your conservationism weepy, *A Whale for the Killing* is for you. Farley Mowat went with his wife to live in the small community of Messers Cove, near Burgeo in Newfoundland. He went there in the sixties in a deliberate attempt to leave the worst of the twentieth century behind, and to be amongst people whose values he enjoyed.

Just how far some of his newfound neighbours were different from his ideal is horrifyingly demonstrated when a female fin whale, pregnant and alone, is trapped in a local sea-lake. Marksmen and speedboat racers come round from the local township and pump bullets into their eighty-ton visitor from the deep.

This is a tale of man's foolishness. Industrial whaling fleets decimate the whales impersonally: here, there is a bloody enthusiasm for slaughter. Few of Mowat's neighbours behave very well: greed and sporting lust galvanize the communities. Only a few fishermen behave with sympathy for the poor beast in their midst: and they do so from a realization that she is of their world, and a better mistress of it than they are masters.

In Newfoundland, "the general public" become killers. In Britain they are sentimentalists: that is the view of *Seal Cull*. In October 1978 the Government hoped that a seal-cull would proceed off the Orkney and Western Isles. Greenpeace whipped up enough sympathy with the press and television publicity machine to have the thing stopped. John Lister-Kaye tries to do a fair job of assessing the evidence. He derides public cries and oohs: if the seal is a vermin, why get excited about its control? Do we see touching pictures of baby rats when we control them? At the same time, the author is keen to discuss the possibly false claim that the seals are ruining the livelihoods of fishermen: he does not want the seals to be blamed for man's overfishing.

The seals, it seems, are good breeders: left to themselves they'd be something of a scourge. We humans are the only major predators of adult seals. For all I know, we are the *natural* predators. Contrary to strict conservationists, I'm inclined to think that the seal seems to present rather a useful source of food and warmth for man: at least as good as sheep and rabbits.

Orkney hunter, Duncan Reid, shows a seaskin worth at least £10

Industrial man, according to the previous two books, is divorced from real life. He becomes cruel according to Mowat, and sentimental according to Lister-Kaye. In *People Power*, Tony Gibson paints a decidedly more rosy picture of human possibilities. True, people have been dulled by their institutions, but unshackled, they can recreate their lives.

This is a romantic and necessary book, describing and encouraging the efforts of "ordinary" people to run their own shows through associations and action groups. It implies that the problems of indifference, apathy—even of sentimentality and cruelty—in an essentially passive population may well be tackled best by its becoming active. Everyone, from a conventional politician to an anarchist—whether of an Illichian or a Kropotkin-like stamp—can, indeed must, hope it's right.

Perhaps Celia Kirby's book and its subject, water, will prove a good testing ground. The competition between the countryside and our demand for water and industrial goodies is becoming intense. It will take bold self-denial by millions of people if they are to accept the higher cost of non-pollutant factory processes, or limit their water-use to save wooded valleys. *Water In Great Britain* is a decent and comprehensive guide to this great resource which, though it falls from skies, doesn't grow on trees.

What they say ...

David Martin on sociology

A History of Sociological Analysis. Edited by Tom Bottomore and Robert Nisbet.
Heinemann Educational £12.50. 435 82080 X. £3.50. 435 82081 8.

No subject has been so traduced as sociology. For many people, ignorant of its history, methods and aims, it is the paradigm case of pseudo-science. It is said to be obsessed with quantification without being susceptible to mathematicization. In some people's view it awaits a Galileo and in the view of others it has already had several, including one or two devils incarnate: Aristotle, Machiavelli, Comte, Marx, Durkheim, Pareto. Commonroom chat holds that sociology is established common sense and also that sociology is subversive rubbish.

Clearly some criticisms cancel themselves our and others may be written off as the fearful cant of nearby academic empires. But whatever the criticisms they should be muted by the appearance of this book which is quite the best introduction to the general theory of the subject. It is also a feather in the cap of British sociology since five of the best essays are by British practitioners: Bottomore, Dawe, Giddens, Lukes and Parkin. Every contributor is a skilled expositor, sensitive to the demands of rigour; clarity and (marvellous to say) economy. Moore's discussion of Functionalism and Parkin's of stratification are both economic and comprehensive.

"They" say that sociology is incapable of examining its own foundations. Yet in fact it is disciplines like economics, psychology and political science which blithely ignore their philosophical and scientific basis, while sociology is in a state of constant self-examination. Anthony Giddens in a magisterial survey of Positivism and its critics gives a conspectus of how the debate has shifted and developed as to the nature of social science. This involves an examination of Popper vis à vis Kuhn and Habermas, the modifications of Popper by Lakatos, and the recent work of Mary Hesse, a philosopher who has shown particular sympathy with sociology and its problems. Here we have a valuable clarification of the interminable debates about Feyerabend and the rest that have bored the seminars of the last decade.

"They" say sociologists can't think straight. "They" should read Steven Lukes precise account of power and authority which is, if anything, too rectilinear. He makes a nice comparison between the Parsons-Mills debate and the recent contretemps set up by Halsband and Paulantzas. A similar clarity is to be found in Bendix-Meier's review of exchange theory set out in helpful sub-headings with a masterful conclusion.

"They" say sociologists have no sense of historical depth. It is true, of course, that quite a few sociologists act as if history began just after they were born and take up the complexity of events in the categorical apparatus. But there in these essays rich access to the historical context of sociology, from Bierstedt on eighteenth-century thought, Nisbet on the conservative response to the French Revolution, Bottomore on Marx, and Prewo on Weber. There is also a splendidly compressed account by Coser of American trends from the social gospel to the Chicago School.

"They" says sociology sees us as human beings, so that "life" vanishes into the interstices of system. That is a danger of which sociologists are well aware, and with a rare and passionate defence in the essay contributed here by Alan Dawe. He concludes "it is a prime imperative that we cease lessly listen to and converse with the voices of everyday life, including our own: that we listen to the detail, for every nuance, every change of tone, however slight, in the myriad ways in which people make their lives, in order to systematize and understand and articulate human agency at work".

The last canard concerns the "relevance" of sociology. What is known that some sociologists are solutions of irrelevance, and others are relevant for anybody's good. But the essay by James Coleman gives some idea of how sociology may contribute to policy and to betterment in any case, the trouble is that the utilitarians see as relevant is overturned by the twists and turns of history. For example a lot of fun has been made of a project financed by the SSRC to study religious change in a Central American tribe. But it is precisely such changes which can explode the world-shattering events. It is a pity somebody didn't pay more attention to "obscure" religious change in Iran.

"They" should read this book and also shut-up.

A subject on the move

Conrad Russell on Christopher Hill

Puritans and Revolutionaries: Essays in Seventeenth-Century History Presented to Christopher Hill. Edited by Donald Pennington and Keith Thomas.
Oxford University Press £12.50. 19 822439 7.

Talking after lectures has always been one of the favourite sports of undergraduates. The subjects of such conversations in the 1950s used to cover the full undergraduate range, from rowing to religion. There was only one lecturer whose lectures were invariably followed by an hour or more of excited, and often heated, conversation about the subject of the lecture, and that lecturer was Christopher Hill. Some of the material from such conversations after maturing in the intellectual cellars of three continents, is now offered in the appropriate form of *Essays Presented to Christopher Hill*.

The principle of selection for the contributors was at once obvious: every contributor to this volume has been Mr Hill's *undergraduate* or *post-graduate* pupil. Such is Mr Hill's capacity for communicating his own enthusiasm that, even when contributors were restricted to his pupils working in the seventeenth century, it has proved impossible to include even all of those whose claims to inclusion appeared automatic.

As the editors say, Christopher Hill never sought to create a "school" of disciples. One of the great excitements of his lectures used to be the sense of the uncertainty of knowledge as Maurice Keen puts it, "one was being made aware of history as a subject on the move where everything was open to reassessment if one could meet the standards required for that exercise". It was, then, to be expected that many of the very best pieces should be producing answers, and often questions, which are not conducted within a Hill mould.

Professor Haley, in a sensitive and often illuminating portrayal of an English knight and Dutch Fifth Monarchist, who believed that William of Orange was an agent of the International popish conspiracy, concludes with a delightfully presented demonstration that "for an Amsterdam patent family the world obstinately refused to turn inside down". Professor Aylmer is cogently sceptical on the subject of unbelief, while Dr Pennington, in conducting a deceptively dry investigation into the administrative background to, the coming of the English Civil War, contrives to throw a great deal of light on its causes. Dr Grassby asserts that younger sons who went into business probably stood a better chance of improving the family estates than of making a fortune in business.

Professor Underdown's investigation of radical opinion in the counties from 1642 to 1649 sounds like the beginning of a much bigger piece of work. Dr Tyacke, in an illuminating study of the fortunes of science in Laudian Oxford, puts paid to the supposed link between Puritanism and progress. Professor Williams in his study of "the anatomy of a radical gentleman: Henry Marten" confirms Christopher Hill's reputation for realism, while also confirming Aubrey's verdict that he was a distant from a Puritan "as light is from darkness". As a collection, these essays amply confirm the editors' claim that Mr Hill did not set out to found a "school".

The short biographical memoirs at the beginning will bring back memories for many people. Some things about them are surprising, such as the assumption that it is axiomatic that there is a connection between a man's history and his politics, now at the same time, they recapture a sound strongly old-fashioned. Yet, much of the lively excitement of winter mornings in Balliol Hall, listening for the next glimpse of a subject on the move.

Christopher Hill

Mayflowers

The Puritan Way of Death: A Study in Religion, Culture and Social Change, by David E. Stannard, is now available as an Oxford paperback (OUP £2.25). The epilogue, Toward an American Way of Death, looks beyond the American Puritans to the twentieth century and, quoting Simone de Beauvoir, concludes that "It is the whole system that is at issue and our claim cannot be otherwise than radical—change itself".

Among this week's contributors:

Myra Barrs is English adviser to the London Borough of Brent.
Victoria Glendinning's latest book is *Elizabeth Bowen: Portrait of a Writer*.
David Martin is professor of sociology at the London School of Economics.
Kenneth Minogue is reader in political science at the London School of Economics.
Richard North is associate editor of *Vole* and co-editor of *The Little Green Book*.
Conrad Russell is a reader in medieval and modern history at Westfield College, London.
Hilary Spurling is a fellow of Trinity Hall, Cambridge. Her *The Early Life of Tuy Compton-Burnett 1884-1918* is to be published by Gollancz next year.

In the time of Asterix

Charles Thomas on archaeology books for schools

Prehistoric Man, up to 5,000 BC. By Alfred Leutscher. The First Civilizations, 5000 BC-1200 BC. By Alan Millard. Traders and Warriors, 1200 BC-500 BC. By Jennifer Laing and Greece and Rome Victorious, 500 BC-200 BC. By David and Bridget Trump.
Macmillan History in Pictures series. Series editor: Plantagenet Somerset Fry. All £3.95.

A Closer Look at Imperial Rome. By Patricia Vanags.
Hamish Hamilton, Archon Press £1.95. 241 10050 X.

Pompeii. By Peter Connolly.
Macdonald Educational £3.95. 356 06303 8.

Roman Legionaries at the time of Julius Caesar. By Erik Abranson.
Macdonald Educational Living History series £2.50. 356 06302 X.

Citizens of Rome. By Simon Goodenough.
Hamlyn £6.00. 600 376 184.

Educational writers and publishers have on the whole been slow to exploit the results of archaeology (as seen on television, in the frequent jumble-sale London exhibitions, and perhaps in such sources as *Illustrated London News*). There is less need today to approach formidable research monographs, most of whose authors would find it hard to present conclusions in a form intelligible to the under-15s. The solution, interestingly adopted in three of the eight books noted here, is to employ some competent writer or journalist—buttressed by a good illustrator—to produce a text, and to commission a specialist archaeologist as consultant. Macmillan appear to prefer the direct link; their four *History in Pictures* offerings are actually written by archaeologists, though in no case can the textual demand upon the specialist be very great. Even Rome, 200 words) which one hopes will not preclude much fuller treatment of our own past.

David and Bridget Trump (*Greece and Rome Victorious, 500 BC-200 BC*) deal with the militant rise of the Classical city states, exceptionally well condensed, but with a confusing central caesura (eight pages) devoted to India and China. Stoutly bound for classroom batterings, with large clear print and generous colour, these are, however, probably very good value.

Rome, in one form or another, dominates the four other books. *A Closer Look at Imperial Rome* by Patricia Vanag is again good value (£1.95 for 35 pages, almost all with colour) and succeeds in presenting a general idea of both city life and rural infrastructure. If a child's impression, derived from Asterix, that Roman life was dominated by battles featuring hawk-faced legionaries and showers of javelins is confirmed by such presentations. *Roman Legionaires at the time of Julius Caesar* by Erik Abranson, translated from a 1978 French original, will at least provide plenty of detail. Rich in diagrams of how cohorts marched and how ballistas worked, this does usefully cover medical, arrangements, triumphs, veterans, and the legionary after hours.

Peter Connolly's *Pompeii* (also from Macdonald, but not apparently within their *Living History* series) is much longer and for older children (plenty of Latin terms) and forms an extremely competent and clearly illustrated account of Pompeii. Sectional or cut-away coloured drawings of houses and structures make this particularly instructive. Erotic paintings are omitted. Again at £3.95, this book is a most attractive proposition.

Citizens of Rome (by Simon Goodenough; £6, but nearly 200 pages of compact type) is apparently intended for children around the O level stage or possibly for any older child needing a sound general introduction to the Roman Empire. The treatment is by topics (for example, "The social structure", "the working day"; "schools and writers") and, yes, there *is* a list of the main Emperors with their dates. Mr Goodenough likes the Roman authors, who are cited, listed, and very properly woven into all his chapters. Not a particularly easy book, but one well-constructed and packed with reliable information and low-key illustrations of a sober kind. This batch of Rome-centred books offers a wide choice to the educationist. But what about our other European partners? Even a single work on Roman Gaul and pre-Carolingian France might help us to understand the descendants of Vercingetorix a little better.

Children's literature

Stark mountains, haunted valleys

Neil Philip on fantasy

The Spellcoats. By Diana Wynne Jones.
Macmillan £4.50. 333 25351 5.

Shon the Taken. By Tanith Lee.
Macmillan £4.50 333 27036 3.

Divide and Rule. By Jan Mark.
Kestrel Books £3.95. 7226 5620 3.

The Witch of Rolright. By Merlin Price.
Rex Collings £4.95. 86036 101 2.

As the fantasy genre fastens its grip on children's writing its landscapes seem to be growing more shadowy and indistinct. The detailed, concrete worlds of Tolkien and le Guin, in which topography, social, economic, religious and political structure, language, flora and fauna are slowly and painstakingly given the solidity of the pavement outside the reader's front door, have given way to a sort of generalised other country with pseudo-medieval village or tribal community, or a wide range of mountains, enclosed valleys, decadent cities, sinister priesthoods and wars and rumours of wars.

Diana Wynne Jones' Dalemark, for instance, seems insubstantial, at the service of her stories rather than served by them. I found *The Spellcoats*, in which five supernaturally gifted children foil the attempt of the evil mage Kankredin to destroy the river, "the soul of the land", and thus come to power, somewhat flimsy. The central symbol of the river is a strong one, and it is skilfully kept at the forefront of the book, but the characters are bland and uninteresting, their human qualities dwarfed by their magical ones.

Diana Wynne Jones's best work, *Charmed Life*, *Dogsbody* and *Eight Days of Luke*, has had a quirky humour, which the short, flat sentences of *The Spellcoats* cannot convey, and a subtlety which here turns to cleverness. The magic confuses rather than clarifies.

Tanith Lee's *Shon the Taken*, the magic serves to mystify, in what is essentially pulp science fiction disguised as quality children's fantasy. The contrived lyricism of the descriptive passages, the second-hand settings of secluded villages, dark forbidding forest and technological Waste City, the melodramatic plot and the succession of stereotyped quasi-romantic relationships indicate that the book's true audience is not children but SF enthusiasts. The story, in which Shon is "taken" by the frightening "Death's Children" who haunt the woods around his village and, escaping the death which is the automatic punishment for this inadvertent sin, discovers the secret of his persecutors and of his own heritage, has nothing to say beneath its glittering surface.

In contrast, Jan Mark's disturbing *Divide and Rule* has much to say, and little of it palatable. It is a bleak, unhappy, difficult book, its concerns, the corruption of power and humanity's capacity for self-delusion, those of adolescents and adults rather than children. After the harsh power of *The Eneuad*, *Divide and Rule*, in which an unscrupulous priestly caste use the sceptical Hanno for their own ends and then engineer his mental breakdown, seems thin, though assured. Its setting, a cross between that of Brian Aldiss's *Malacia Tapestry* and that of Peter Dickinson's *The Blue Hawk*, is unconvincing after the powerfully conceived planet of Grate in *The Eneuad*, and instead of the balance of interest between three characters offered by that book *Divide and Rule* concentrates on one, Hanno. The other actors are faceless, and as a consequence the dialogue falters and becomes stilted on occasion.

Still, if it is slightly disappointing by high standards Jan Mark has previously set, *Divide and Rule* has much to offer: a fine awareness of momentary perceptions, a thought-provoking examination of human motives, a well-drawn central character and an intensity of purpose which borders on the claustrophobic.

The Witch of Rollright is set not in an imaginary land but in the vicinity of the Rollright Stones in the Cotswolds. Scene of semi-Druidical junketings earlier this year, the Rollright circle is rich in folklore and has already been the setting of a magical fantasy, Penelope Lively's *The Whispering Knights*. *The Witch of Rollright* uses the folklore of the Rollright Stones and Long Compton intelligently, and at the beginning builds up a formidable sense of brooding history. Unfortunately, however, the author peppers the text with redundant psychological explanation which holds up the action, and then over-compensates by allowing the story to become wilder and less believable by the page. The plot, in which three children encounter the supernatural on a school outing, consult a library to find out the background and use their knowledge to upset the machinations of a witches' coven, is scarcely original. It soon becomes ludicrous when, for instance, we learn that the teacher who encouraged the children to do a project on the stones is one of the witches who has come to look at the result of their investigations.

Work and play

Richard Wilkinson on economic and social history

British Social and Economic History from 1760 to the present day. By Peter Lane.
Oxford University Press £2.50. 0 19 913258 5

Economic and Social History of England 1770-1977. By R. B. Jones.
Longman £2.95. 0 582 33053 0

Modern Britain. Life and Work through Two Centuries of Change. By T. K. Derry and T. L. Jarman
John Murray £2.75. 0 7195 3546 8

Superficially these books are competitors. All three cover the economic and social history of Britain during the past two centuries. All three are similarly priced, lavishly illustrated and excellent value. However they cover different ground and cater for different customers.

Peter Lane's approach is the simplest, his text the shortest. Actually it is needlessly short due to the Oxford University Press. Each page has a vast margin devoted to the occasional picture or caption but for the most part completely empty. As a result *British Social and Economic History* contains too little detail and too many oversimplifications. For instance, "In 1770 throughout the Midlands and Eastern England there was a system of open fields". Why, then, so much fuss about enclosures in Tudor times? Or take Mr Lane's account of the miners' strikes, 1970-74. "There was no coal being sent to the generating stations." The coal was sent—and so were Arthur Scargill's pickets. Each chapter ends with questions and ideas for research. "Write a letter from one of the men who went on strike in the London Docks in 1889." "Imagine that you were a Luddite." Patronizing or helpful? It is a matter of taste, I suppose. There is certainly plenty of lively description and O level and CSE candidates will enjoy learning about nineteenth century disease.

"Do try to read some of the novels written about the time you are studying—they often throw a powerful light upon conditions then" that R. B. Jones in his Further Reading section—and you cannot be more patronizing than that. Actually his book is a strange mixture, much of it being stimulating and demanding. His canvas includes crowd behaviour, illegitimacy, racial discrimination. My only criticism of *Economic and Social History of England 1770-1977* is that its plan rests on false perspectives. Mr Jones describes the Great Changes (his capitals) of the nineteenth century—and then explodes the twentieth which he sees as a kind of epilogue. This is bad history, because our own century has seen Even Greater Changes. In other words this is a typical revised edition, an attempt to bring a story up to date.

T. K. Derry and T. L. Jarman are old hands. Their book is stylistically the best and they have a fine eye for detail, irony, humour. Their quotations of contemporary poetry are most effective. I recommend *Modern Britain* for clever O level candidates and sixth form general studies. It is perhaps not detailed enough for A level economic historians, though there are some businesslike statistics in the appendix. It is refreshing however to find that even such respectable firms as Derry and Jarman can write nonsense. "In addition the Spitfire fighter, which became available in the nick of time, easily outpaced the newest of the German aircraft". No; the ME109 was faster, if less manoeuvrable. But I do not want to quibble about an excellent book.

To conclude with a question. Why do authors and publishers select such poor illustrations? Some are quite rare. R. B. Jones has the best—Teddy Boys dancing, Manchester United fans on the rampage, the Salvation Army fighting hooligans. I like Derry and Jarman's Oxford Street after German bombing and Peter Lane's Emily Davison throwing herself in front of the King's horse at the Derby. But what about the natural gas terminal at Theddlethorpe, prefabs built in 1946, a National Insurance Card? "Imagine that you were a Luddite." Pictures should not only illustrate but enhance the text. Again, why, are captions so inadequate? The most incompetent is Peter Lane's who fails to tell us what happened to Emily Davison! Why are there no pictures in these three books of a steam locomotive going full rip—man's most photogenic creation and, surely, a not insignificant development in our country's economic history? Never mind, full marks to Derry and Jarman for the Lowry on their front cover.

Witchcraft

Kate Crackernuts. By K. M. Briggs. Kestrel Books £3.95. 7226 5557 6

The witch hunts of the seventeenth century had their roots in the British Civil Wars, when the landed and victorious Protestants still felt threatened by the Catholics to the extent that "mass-moongers and witch-moongers" were frequently grouped together. This period of political and religious insecurity has proved a fertile field for story tellers ever since. K. M. Briggs made use of it in *Hobberdy Dick* and does so again in *Kate Crackernuts* based on the tale of the same name in Jacob's *English Fairy Tales*.

The new version is set partly in Galloway and partly around Grassington in North Yorkshire. The two regions were linked by the drovers who took the Scots cattle to the English markets; but they were also linked by less respectable wanderers, gypsies and vagabonds of all sorts, who joined forces with covens of social outcasts who hoped for magical short cuts to fortune. This is not to explain everything away. In choosing a traditional fairy story based on the old theme of the wicked stepmother, K. M. Briggs prepares her readers for the introduction of benign little people who have no human counterparts. This is a twilight world, balanced between the actuality of real cause and effect and the forces of fantasy. It succeeds because in Kate we have a protagonist whose heroic, but human, courage and ingenuity holds the story together.

Shirley Toulson

Passing the acetate test

In the first of two articles on overhead projection, DAVID KILPATRICK discusses recent developments in the hardware

Despite competition from more compact forms of projection equipment and video systems, overhead projectors remain one of the basic visual aids at all levels of education. Most of the latest hardware developments have been aimed squarely at the industrial user and the travelling salesman, and their extra costs price them out of the classroom.

The most rapidly growing market is for portable overhead projectors. These work by a brilliant light source in the projection head, behind the mirror and lens unit, being aimed downwards at the original. A special reflective surface or mirror below returns the light to the lens. Although folding to a very compact size they are also costly—some three times the price of conventional units—and often incorporate features such as the digital timer of the Leisegang 614, valuable to time-limited commercial users but a luxury in educational terms. There is perhaps a place for this kind of model in a visual aids centre for use by staff obliged to travel.

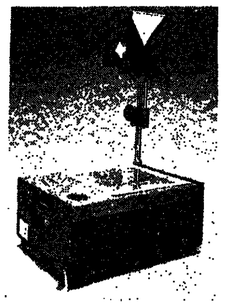
The more interesting developments in general involve the use of tungsten-halogen light sources ("low voltage") rather than the older tungsten mains bulbs, which have significant advantages in education.

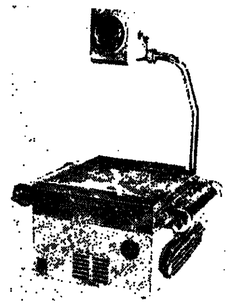
The typical low voltage projector uses a 24v 250w bulb which is many times smaller than the 650w 240v standard and has a life expectancy better than 50 hours, which may be extended by an economy switch if a slightly dimmer image is acceptable. The low voltage bulbs produce a brighter, whiter and theoretically sharper image, but they are also more critical in alignment. If your overhead projector seems to give unpleasant "burned" edges of dirty brown or blue, this is not due to discolouration of the reflector or platen, but simply because the lamp itself is not accurately centred.

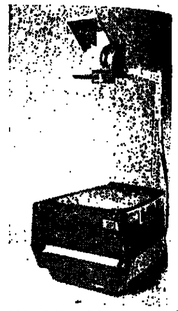
The cost of an inexpensive but rugged low voltage OHP from Elite, ITM or Bell and Howell will normally be around £120 to £180 depending on supplier and format—A4 projectors require a larger platen than those for 10 x 10 inch foils, and are only needed where originals are copied from A4 pages. Below this the popular Banda and basic Elite models have a low purchase price, but lamp life and general durability could hide higher eventual costs. A recent introduction to this under-£120 range is the Paul Plus which has reappeared on the UK market.

In the £180-£250 bracket, optical systems tend to remain the same, but ease of use and reliability are improved by changes to focusing mechanisms, chassis design and projection angle and distance adjustments. The more expensive OHPs will cover a greater range from small to wall-size images, are quicker and more positive to focus, have better carrying handles and cable storage, and often better standard fittings for rolls and different register pins on foils. Their illumination may be better, with less tendency to misalign and in nearly all cases the fan cooling system is far quieter than with the cheaper models.

When buying an overhead projector for a particular classroom, it is very important to establish the projection distance and size, to avoid ending up with projectors perched on unsteady supports or throwing undersized images on the screen. Bell and Howell, for example, offer their basic 301KXE (middle price bracket) with a two-element f/3.5 360mm lens—a fairly average, bright optic giving a small image. It is not interchangeable. Their Hilite model (upper price bracket) has a 340mm f/5.4 triplet lens as standard—sharper, giving a bigger image, but only half as bright, the extra light output compensating for this. For small rooms alternative 317mm f/5.1 and 290mm f/3.5 lenses can be fitted. This kind of option is also available on the very popular Elite OHPs, made in Cardiff. The LV models have optional German triplet lenses of very good quality at around £20 extra, with a choice of focal lengths. A good audio visual dealer will be able to tell you which lens you will find best for a given screen size and projection distance.







Left to right: Gordon Audio Visual's Ilado, the inexpensive Elite Viewrite, 3M's 213 model.

Although perhaps out of the educational price range, Gordon Audio Visual's Ilado OHP is superbly designed with a two-chamber reflex illumination system making the base of the projector much lower, reducing glare, and vastly improving corner-to-corner illumination. Some models have a continuously variable dimmer for the lamp. Prices start at £290 for the 2004 NV with a single-element 317mm lens and economy switch, to £360 for the 2004-3D/NV-SK with a three-element 315mm lens and dimmer.

Even in recent budget models, many features are appearing which improve safety in the classroom. The Ilado is fully approved by all the British and EEC standards bodies; Rank Audio Visual's new OHP, although priced at only £135, includes micro-switches which automatically cut off the power if the fresnel lens platen is removed. This projector has a particularly wide angle for big images, with its standard 275mm lens—again, a three-element alternative is available for increased sharpness.

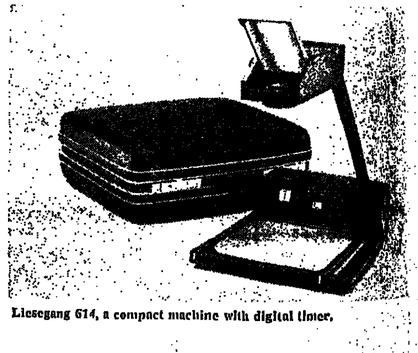
In terms of the OHP as a working tool, there are other things to consider apart from the chassis itself. In the classroom most OHPs are used with an acetate roll rather than the expensive permanent mounted foils, and some models have built-in scroll carriers (for example the three low-voltage Elite Viewrites) where others need a separate purchase (Bell and Howell 301 KXXE). The Bell and Howell models have as optional extras useful working extensions which hold your pens and sheets of paper or foils. All overhead projectors can be used with an anti-glare screen, which acts like a grid, passing only the light directed at the screen by the fresnel lens, and preventing spill.

To compare the performance of OHPs in a showroom, you should ask the following questions:

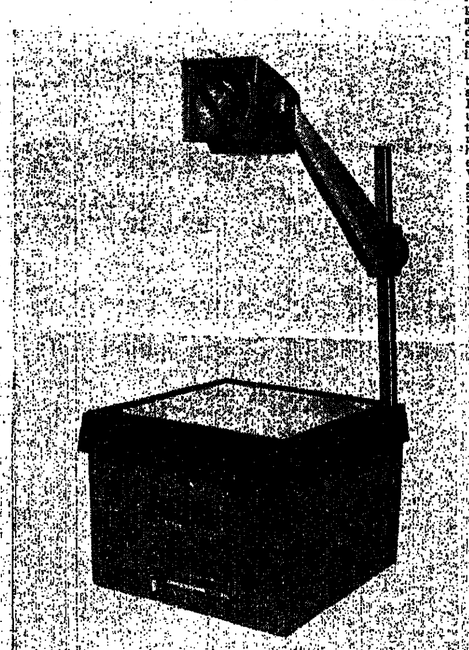
- What are the maximum and minimum projection distances and their respective image sizes?
- What is the light output in lumens?
- What kind of lens—type, focal length and aperture—is fitted?
- Which attachments are standard and which are optional?
- Is there a lamp economy switch?
- Is there an azimuth adjustment (lamp adjustment) to cut colour ringeling?

It is also worth running the projector for several minutes to listen to the cooling fan noise, finally placing your hand on the platen to see how warm it is.

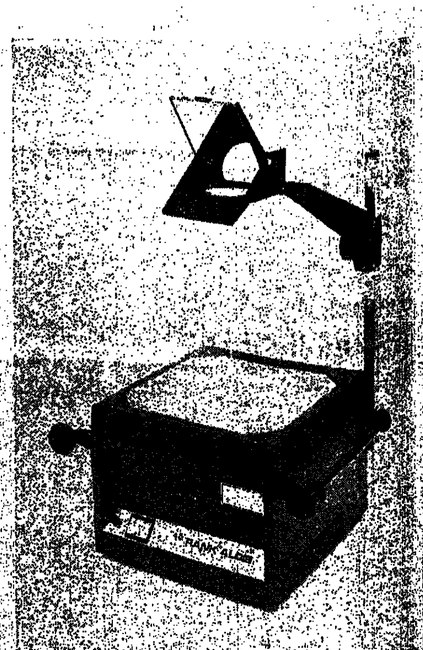
You should aim for a good compromise between fan noise and cooling efficiency. Other points to check include whether or not the scroll can be pulled forth/south as well as east/west, whether the cable can be stored, safety features, 35mm projector attachments, and bulb voltage and availability.



Liesegang 614, a compact machine with digital timer.



Bell and Howell's 310 KXE, a standard choice for many schools.



Rank Aldis, with automatic power cut-off.

Science

Commissioned by Chelsea College Centre for Science Education

Hothouse conditions

by John Barker

Growth Chamber
Base Unit, YUD-230-M £37.50
Glazed frame unit, YUD-250-510V £33
Cover, YUD-250-520P £16.50
Lighting unit, YUD-250-520S £52.40
Griffin and George Ltd, 285 Ealing Road, Alperton, Wembley, Middlesex HA0 1DJ.

Many schools find it difficult to provide a suitable environment in which seeds can be germinated and plants grown rapidly. This equipment is designed to provide that facility.

The growth chamber, complete as shown, comes in four packages. The first contains the base unit, the second the components of the glazed frame unit, the third the lighting unit and the fourth the alternative cover, to be used in place of the lighting unit.

There is a short booklet of notes on the growth chamber. It is essential to read them all the way through before assembling the chamber. The glazed frame unit is simple to construct. Plastic corner pieces are inserted into aluminium alloy sections and the plastic glazing panels are slid in to complete the assembly of each side.

First the two end sections are put together and then the side panels. The construction of the end pieces was initially unsuccessful as the importance of fitting the lower section of aluminium the correct way round is only mentioned later in the notes. Although great care was taken, two of the plastic corner sections were badly damaged in removing them to reassemble the end section. Fortunately two extra corner sections are included in the kit.

This method of construction is relatively stable—some joints, as noted above, were very difficult to undo, while others were too loose and tended to fall apart. The transparent panels are protected by plastic film and are easy to fit into the frame. Once completed, the frame fitted easily and snugly into the base. The rest of the assembly simply involves fitting an appropriately fused plug. Two indicator lights on the base show whether the current is on and the heater operating. A control knob regulates the thermostat over a marked range of 10°C to 30°C. The completed glazed frame is approximately 590mm × 370mm × 300mm, length × width × height.

The plastic cover has an aluminium frame and is a good fit on to the glazed frame unit. It can also be fitted directly onto the base unit, thus providing a small enclosed space which can be used as an incubator, or as a shallow water bath. The lighting unit is of solid construction and simply fits over the frame unit. The sample received for review tended to wobble, and would not be suitable if the chamber was being used as a vivarium. The lighting unit has two 20W white fluorescent tubes controlled by a switch. It can be used quite separately, for example, clamped horizontally over potted plants. It could also be used to display overhead projector transparencies or X-ray plates. For general use with the growth chamber a time switch is almost essential.

The brief booklet provides adequate details. The major omission is a photograph of the completed unit. During assembly the need for this arose, and the main catalogue had to be consulted.

Although the base unit is said, in the Griffin catalogue, to hold two seed trays measuring 360mm x 220mm at least one well-known make of tray of this size does not fit. A suitable tray is marketed by Seaforth Plastics Ltd, 60 Oakhurst Road, Southend-on-Sea. The three units, excluding the lighting unit, appear to be essentially identical to those sold by horticultural hardware suppliers as propagators. The current price from these suppliers is around £60 including VAT; significantly cheaper than the model discussed above.

The growth chamber would be particularly valuable for a school which lacks a greenhouse and where laboratory facilities for plant cultivation are required. This model possesses significant advantages over earlier versions of the larger heated propagator units, being less bulky, easier to use and much more versatile.

Plant Genetics

A new genetics packaged "lesson", *Introduction to Genetics*, has been produced. Like the earlier sets it comes in a single envelope, which contains a number of packets of seeds from four species of plant: lettuce, pea, radish, and tobacco. Detailed instruction sheets are provided.

The pea is a classic example of monohybrid inheritance, with complete dominance. The characters used are tallness and dwarfishness. The lettuce is a similar case, but here the character is "green" (normal chlorophyll production) and "albino" (deficient chlorophyll production) in the seed leaves. By contrast the tobacco material is based on the mutant "sulfur" and three phenotypes can be identified: green, yellow green (heterozygote), and chlorotic. For these three investigations packets of second filial generation (F_2) seeds are supplied. The radish investigation is more complex. It is designed to show the action of modifier genes. Seeds from both parents, first and second filial generation are provided. The notes provided with the seeds are clear and concise. Besides background information and instructions for cultivation, they show how the results can be statistically analysed.

The pea and radish plants have to be grown to maturity, when the resulting crop can be eaten. For simplicity the lettuce and tobacco investigations were carried out. Following the instructions the seeds were sown on moist filter paper in clean Petri dishes. The dishes were kept at 250C, using the Griffin Growth Chamber with the lighting unit. The only care needed was to ensure that the filter paper was kept moist. The lettuce seeds began to germinate after seven or eight days and observations could be made in 12 to 16 days. The results are given in table 1.

As can be seen, approximately 200 seeds are supplied. The unidentified seedlings were those that having partly germinated died before they could be identified. These apart, germination was effectively 100 per cent. The results provided interesting points for discussion because, although the totals provide an almost classic 3:1 ratio, the individual dishes show considerable variation, such as in dish C, which had a ratio of 5:1. The seed leaves of the 'albino' plants are in fact pale green, a point worth noting in the instruction sheets.

Table 1.

Petri dish	Seedlings		
	Normal	Albino	Unidentified
A	65	30	4
B	52	18	3
C	25	5	0
Totals	142	53	7

Table 2.

Petri dish	Seedlings			
	Normal	Pale Green	Yellow Green	Unidentified
D	11	26	13	4
E	16	45	29	0
F	13	40	13	3
Totals	40	113	55	7

The tobacco seed was sown at the same time and kept under the same conditions. It took, as expected, longer to germinate, starting after 16 days and observations were made in the period 18 to 26 days. The three phenotypes, identified with the first leaves, were normal green, pale green and yellow. Table 2 gives the results.

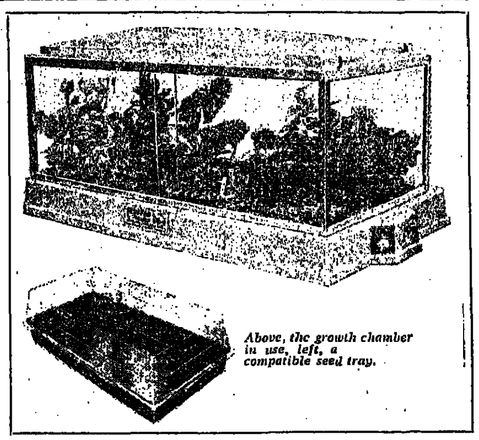
The result is reasonably close to the anticipated ratio of 1:2:1. The major sources of error in collecting the data are likely to be confusion between pale yellow heterozygote and the yellow chlorotic form. A further error would be wrongly identifying the 'normal' type, by not giving the seedling long enough to develop the colour in its leaves.

For reasons unknown, both sets of seeds took rather longer to germinate than the instructions suggested. This is a point worth noting when programming the material into a teaching course.

This particular investigation, with both lettuce and tobacco, could also be used to investigate the effect of the genetic constitution and its interaction with the environment. This can be done by germinating some seeds in the light and others in the dark. After germination the colours of the seedling are compared and the effect of leaving the dark germinated batch for some days in the light. This provides a valuable discussion point on the effect of nature and nurture.

For teachers who want to give their students experience in making genetical investigation, but who lack facilities to follow-through breeding investigations, this material is ideal. As an introduction to genetics the tobacco and lettuce material, because of the relative speed at which results can be obtained and the single equipment needed will probably be the more used. It would be a good idea to market these two as a simplified version of the lesson. The price varies somewhat with the supplier, but is between £5 and £6.

Introduction to Genetics (Set PGL 20) is available from Practical Plant Genetics, 18 Harefield Road, Rustington, West Sussex BN16 2QE. It is distributed by T. Gerrard and Co, Gerrard House, Worthing Road, East Preston, West Sussex BN16 1AS, and by Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.



Above, the growth chamber in use, left, a compatible seed tray.

Divided cells and hydra hunters

Cell division
16mm sound and colour, 5 minutes.
Produced by Gakken Films, Japan. For hire from National Audio-Visual Aids Library, Paxton Place, Gipsy Road, London SE27. £5.55.

These films illustrate two very different types of biological experience. The first shows the process of mitotic cell division, first in the staminal hairs of a flower and second in lung cells from foetal mouse tissue grown in culture. In both the plant and animal cells the process of cell division, shot in time-lapse phase contrast, is seen several times giving viewers the chance to follow the process closely. In the plant cell the movement of chromosomes is clearly visible as is the production of the new cell walls. It is a pity that the photograph uses only phase contrast and not more advanced techniques which might have shown up details even more clearly. The commentary underlines the essential similarity of the processes in the plant and in the animal cell.

The second film creates the classic experiment carried out by Otto Loewi in 1921. He investigated the control of heartbeat using amphibian hearts. In the film a still-beating heart is removed from an anesthetised toad and set up in an apparatus which enables the heart to recirculate Ringer's solution. The Vagus nerve supplying the heart is then electrically stimulated and the heart ceases beating. Some of the Ringer's solution from the apparatus is then transferred to the solution bathing a second similar heart which also stops beating. This experiment revealed that the vagus nerve released an inhibitor chemical, later identified as acetylcholine. Although the filmed experiment is not exactly as Loewi described, it is an elegant demonstration of an important breakthrough in our knowledge of control systems. The photography is clear and the commentary makes the important point that human hearts are controlled by the same process. A valuable film for sixth form biology courses.

Both these films would benefit from teaching notes, but they are worth considering for inclusion in film libraries.

The Hydra
16mm colour, 10 minutes.
For hire from: Gateway Educational Media, Waverley Road, Yate, Bristol, BS17 5RB. £5.50.

The film opens with shots of hydra hunters at a pond. Weed is collected and transferred to a tank where the animals emerge. Time lapse photography shows how the animal searches its environment for food. This sequence shows clearly the large volume of water that the extended tentacles of the hydra can search. The movement of the animal on the sides of the tank, the distinctive features of the two common species and close-ups of the external structure of the tentacles and the mouth region are all shown.

The hydra catches its prey by stinging them with cells situated along the tentacles. The speed at which this occurs is vividly shown. Time lapse photography shows a hydra digesting several water fleas and then egesting the remains.

The film depicts asexual reproduction, budding, by which means, under favourable conditions, the population of hydra can rapidly increase. In the autumn a phase of sexual activity takes place with the development of male and female gonads. After the egg is fertilized the adults die and the eggs lie dormant until the spring, when budding occurs.

This film, made from original material shot by the Institute of Animal Genetics, University of Edinburgh, is the finest film on hydra I have seen for many years.

John Barker

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WE SUPPLY A THOUSAND SCHOOLS

New wave in primary mathematics

by Andrew Rothery

Nuffield Maths 5-11
General editor: Eric A. Albany
Nuffield Maths 1 Teachers' Handbook. £4.
Nuffield Maths 1 Worksheets. £20.50. Packs A-F give 12 copies of each of 164 expendable worksheets, packs A-C are also available as spiritmasters.
Bronto Books
Sets A-D, 24 books in all. £6.

Though allegedly based on the Nuffield Mathematics Teaching Project of the 1960s, the present scheme is in many ways different. First, the teachers' handbook contains a far less of the complex mathematical and psychological jargon which made the original guides pretty heavy going; it also contains detailed descriptions of what to do, what to make, almost what to say in the lessons.

Unlike the original project, worksheets and books are on sale. Their mathematical content is more down-to-earth, as far as can be judged from this first year of the course. The "modern maths" content is much less extreme; just several sets and the occasional arrows; there is much emphasis on number work and measuring activities. It seems likely that the mathematical content of *Nuffield Maths 5-11* will be very similar to the other members of the present "new wave" of primary school courses.

The launch of *Nuffield Maths* came shortly after that of the *School Mathematics Project* (*SMP 7-13*), a work card based course which contains a mixture of so-called modern and traditional mathematics and places great emphasis on number and arithmetic. A new edition of the Fletcher primary mathematics books is being published with more straightforward-looking pages, animal characters and simpler language with less jargon. Even the very traditional Beta books are celebrating with a new edition. No doubt there will be more, and the primary school teacher is now confronted by a choice from several publishers, all stressing the importance of arithmetic.

The backbone of *Nuffield Maths 1* is the superbly produced teachers' handbook. There are pictures of apparatus and models to make, facsimiles of workcards and descriptions of how to work with them. There are more than enough ideas here to fill a year's work for infants; indeed, many users will need to make some cuts or let the content continue into the second year infants.

Experienced infant teachers will be familiar with a good many of the activities and will be mildly irritated by the occasional touch of nannyish advice ("of course the children should always wear some sort of protective clothing to keep themselves dry"). Younger teachers and students will find this book very helpful, though some would say that following such detailed suggestions might stunt the growth of their own ideas.

The course is broken up into units of work for number, length and so on. This is a device commonly found in teachers' guidelines produced within LEAs as a means of organizing syllabuses and providing checklists to monitor pupils' progress. Schools can follow the units in any order they think suitable, though a suggested sequence is given. This gives potential for flexibility.

The expendable worksheets are printed as four-page leaflets with shrunk-down versions contained in the handbook. The basic scheme seems to be that the handbook describes introductory activities and simple workcards for the teacher to make, and the topic is finished by children completing the sheets. The handbook contains a statement reminiscent of a government health warning: "Worksheets should not be introduced until children have had plenty of practical experience and opportunity for discussion." This feels a bit like an excuse for some of the sheets being rather hard for five-year-olds. However, there is plenty of variety in the level of the worksheets. Though some children would not complete every one, most are clear and straightforward, many easy. There will be teachers who would have preferred at least for several topics, to have seen the very simplest worksheets ready printed, and then have teacher-organized activities to extend the basic work.

The Bronto books are a set of eight or 16 page books accompanying the course. One of the aims of *Nuffield Maths 1* is to deal with language problems in mathematics; the handbook does this to some extent but the Bronto books do it more explicitly. They are beautifully produced along the lines of reading books but with mathematical vocabulary.

Inside the cover of each book is a list of mathematical and vocabulary content as well as a lot of suggestions for follow-up activities. Bronto are listed in the teachers handbooks alongside other references and appear to be ancillary in role, although they could be used with someone else's worksheets. They offer unusual and successful ideas, attractive and appealing, catering for even the very youngest of children.

The flexibility of *Nuffield Maths* arises from two main factors: first, the suggestions in the handbook may be selected from or even added to; second, the leaflet worksheets can be presented in various sequences. This flexibility together with the practical detail in the handbook (though not particularly the worksheets) are perhaps the main factors which would persuade an infant teacher to choose this course rather than one of its rivals. *The second year infants material for "Nuffield Maths 5-11" will be reviewed soon.*

Functional flexibility

by Dorothy Carter

Primary Mathematics Stage 5 Textbook, £1.80. Workbook, 20p. Workcards, £4.75. Teacher's materials, £4.50. Teacher's notes, £3.20. Heinemann.

This is the final stage of the primary series devised by the Scottish Primary Mathematics Group, and it covers the age range 11-12. Like stages 3 and 4, stage 5 contains mainly non-expendable materials: a pupil's textbook and workcards, and a slim expendable workbook. There are comprehensive teacher's notes and a substantial teacher's materials pack with apparatus for a variety of activities and games. The pack gives an immediate fund of materials for reinforcement and practice.

Although the authors have explained clearly that the series intends to provide development through activity, non-specialists will need some guidance to gain a sound overview and to see how the various components slot together. Once this has been achieved, the use and organization of the materials is fairly simple compared with most workcard schemes. The pupil's text book, for example, is helpfully cross-referenced to the workbook and workcards. In some cases the workcards are essential to the development of an aspect of the work, and in others they provide enrichment or further practice.

The authors state that an essential feature of the work is the activity and experience associated with the acquisition of a concept or the understanding of a process. I should like to see this statement go a stage further and describe some applications of these concepts and processes.

The three-title theme of the previous stages is continued in the pupil's book: Number, Measure and Shape, with appropriate illustrations. The pages are colour coded for easy reference. Number, which includes Money, is sequential in development and so must be followed through in order of presentation. Measure and Shape are presented in independent units which may be re-ordered to suit individual or group needs. The necessity for children to have experience in all three components is stressed. The work is divided into four sections and represents about a year's classroom activity.

Emphasis has been placed on development through activity, and a pattern of "estimate, then measure and compare" is used. Children are expected to cope with the reading required for the presentation of maths in written form and in some sections, especially Number, the individual reading skills of the slower learners will be severely taxed. The level of difficulty of the number work is also biased towards the average and above-average pupil.

The teacher's notes contain clear linked outlines of the concepts and processes covered in stages 1-4 as well as those in stage 5, so the teacher is presented with an overview of the whole series. A method of assessment and recording is included on the inside covers of the expendable workbook.

Substantial sections of parts 1 and 4 in stage 5 are given to revision; the former presumably to compensate for summer holidays and the latter to consolidate the year's work. Work extends to three decimal places with the introduction of the millimetre, gram and millilitre. The fraction—decimal—percentage link is well defined as is work on approximation and ratio.

The coverage of Measure and Shape is imaginative and contains some open-ended questions, but many of the examples on number are pedestrian, and presented in a very familiar style. Exploration of number facts and patterns is underplayed, as is the essential use of dynamic number games. Perhaps these have been tackled well in a more attractive way. The teacher needs to use the teacher's notes fully because they contain far more illuminating ideas than either the textbook or workcards.

The section on decimal multiplication is confusing for both teacher and pupil, and the reference to "placing the decimal point" is very questionable. Estimation of decimal multiplication occurs after the section on multiplying by two-digit numbers. Surely it should precede it? Decimal division is dealt with more rigorously but the long division method illustrated will only serve the brighter pupils. Collective repetitive subtraction could be an alternative for the less able child.

Number and Measure are linked imaginatively and the work on Shape is good. Area is tackled by subtraction as well as addition processes but the section on the scaleno triangle is weak. Why are the angles not investigated? Links with other subjects are generally sparse while much of the work on pictorial representation covers earlier points but is too extensive to be considered as revision.

However, no scheme is exhaustive, and anyone contemplating a change might consider *Primary Mathematics*. The total package is well structured and integrated and has the flexibility for individual group and class use without making intolerable organisational demands—the rock on which a number of schemes have foundered.

Selborne's naturalist

by John Barker

Gilbert White and Selborne
By John Clegg.
20 colour slides with notes. £5 plus VAT.
Focal Point Filmstrips, 251 Copnor Road, Portsmouth, Hants. PO1 2BR.

Gilbert White, whose book *The Natural History of Selborne* was first published in 1788, is perhaps the most famous of eighteenth century naturalists. The slides in this set provide a background to the book. They illustrate the village today, which, on the evidence of an engraving from an early edition of the book, has altered very little. Many of the areas around Selborne frequented by the author are still wild. Although no authentic portrait of him survives two sketches made by one of his contemporaries are included.

Today White's house is a museum, with a modern field-study centre in its grounds. The booklet provides a useful background information to the slides—with, from time to time, appropriate quotations. The material would be useful as an introduction prior to Selborne, or to the book itself.

Apparatus of health

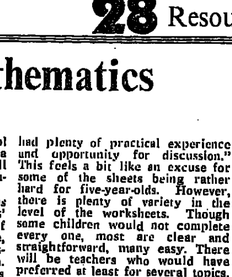
A new health education brochure from Griffin and George, giving details of laboratory apparatus, models, visual aids and other items suitable for use in health studies has been published.

The brochure is expected to be of interest to teachers in schools and colleges, particularly those working in home economics departments. *Copies of the brochure (P3030) are available free from Griffin and George Ltd, Bolton Road, Aiperton, Wembley, Middlesex HA0 1HJ.*

Successful sale of goods?

by Roger Stephens

Find out about Advertising
Teaching pack with notes. £5.75 including postage.
Produced by the Advertising Association.
Forbes Publications Ltd, Hartree House, Queensway, London W2 4SH.



"The successful sale of goods is critical to the economic recovery of this country and a return to full employment." Mr Tim Rathbone, MP, said at the recent launch for this teaching pack. A simplistic rationale for the complex operations which these materials describe and attempt to justify.

This glib and glossy kit aspires to present, in the words of the chairman of the Advertising Association's Education Liaison Group, "a balanced view of advertising rather than a partisan one". The partisan pill has been de-sugared to the extent of commissioning the production from an outside body, an educational publisher, and including as contributor a former social sciences advisory teacher.

Some views are more balanced than others, of course. The background booklet, "suitable as a reference for more advanced pupils" tries to defuse the critics of which it is rightly aware by the good old system of divide and rule.

"Don't ask 14-year-olds to judge detergent ads. They aren't directed at them. They and pressure groups for women's liberation who dislike advertisements that reinforce a stereotyped view of women, may not like them." In other words the ideal consumer has no history, never changes from disenchanted 14-year-old to reluctant housewife, to liberated woman. Stick to your category, mind your own business, forget about your past and your future.

The factual information, on creating a campaign—in this instance on behalf of the worthy egg—and on the far from draconian measures by which the Advertising Standards Authority deals with complaints, is of some use.

There is also an historical background closely linking advertising with the development of an independent press, and a glossary of terms, including the sinister phrase "latent consumer need" which is defined as "an existing requirement which has not made itself known, or which needs awakening". It is not necessary to be a member of a particular target audience to be permitted to find such double talk emetic. A more honest term might be "overt producer imperialism". After all, as the booklet says, "mass production needs mass consumption" and it will attempt to achieve it by hook or by fair Trading.

The lady holds a sulphur ball, said to cure an incredible variety of disorders and discomforts

Playing the field

A series of football coaching films featuring top professionals has been produced in collaboration with the Football League.

The series, *Focus on Soccer*, emphasizes skill and technique and is aimed at players and spectators alike. In each of the seven half-hour films well-known footballers, including Mick Channon and Kevin Keegan, talk about particular aspects of the game.

Further details from Guild Sound and Vision Ltd, Woodston House, Oundle Road, Peterborough.

Jet set dinosaurs

British Airways is offering prizes totalling £2,500 for entries in their competition entitled "The Shrinking World". Children are invited to submit projects on themes such as the rise and fall of the dinosaurs and the life style of early man.

Twenty-two thousand schools are being issued with introductory wall-charts which are intended to provide a foundation for project work.

Further information from: Gareth Williams, British Airways Junior Jet Club, 84 Baker Street, London W1M 1DL.

On the breadboards

Breadboard '79, the annual exhibition of "kits and bits" for the electronics enthusiast, is at the Royal Horticultural Hall, Westminster, until December 8.

The organizers hope to top last year's attendance figures—more than 10,000, by their estimate—and will be showing new equipment, television and computer games, and arranging displays and demonstrations.

Further information from Norma Thewlis, Trident International Exhibitions Limited, 21 Plymouth Road, Tavistock, Devon PL19 8AU.

Syrian artefacts

Cyprus BC: 7000 Years of History is the title of an exhibition that opened recently at the British Museum. It includes archaeological finds dating back to the time of the first settlers, who arrived from Syria in about 7000 BC.

The exhibits have been chosen as much for the fact that they are typical products of their time as for their artistic interest.

Further information from The Education Office, Great Russell Street, London WC1B 3DG.

ITV

Roots towards militancy?

Amrit Wilson reviews 'Babylon'

Babylon, ITV's new six-part Sunday lunchtime series about young blacks, is rather like a serial, not because it has a storyline but because it has an angle on racism which emerges only gradually over several programmes.

The white producers (who hope to make "a contribution to better race relations") have filmed mainly blacks and used a black presenter, but the choice of speakers, the selection shown, and most important the categorization of material, remains very much their own. This categorization is in the end the determining feature of the series because by neatly defining and objectifying everything (the family, education, employment, reggae and soul) the programmes also take away all the struggle and immediacy.

But *Babylon* cannot be dismissed as yet another racist or wet liberal effort to portray the lives of blacks. It does have a few moments of intensity, though the way it treats them suggests that the rest of the series is embarrassed by them. The programme on education starts with two short plays by black schoolchildren. The second play, about a reading lesson in a girls' school, gives us some brief insights into the nature of racism in schools.

It gives clues about the process which pushes black children towards failure, about the contempt in which black culture is held, about the impossibility of communication with racist teachers and about the roots of militancy in personal and day-to-day experience.

Having presented us with this powerful sketch, the programme passes on without comment, coyly refusing to look deeper into the contradictions revealed by it. Instead we are shown how black history is taught at Hackney Downs (a showpiece school as far as multicultural education is concerned). The fact that it is not taught seriously, or at all, in most other London schools, despite the ILEA policy of multiculturalism, is acknowledged, but the conclusion is merely that black parents should put more pressure on schools through the usual channels. The unreality of this suggestion, the virtual impossibility of parent-teacher contact, is shown up by the information given later in the same series—a black mother tells how her son's headmaster refused to see her for several weeks when the boy was being thrown out of school.

One is given the impression that it is the parents who are to blame for most things. It is their "confusion" we learn in the programme on the family, which causes most of the problems of young black people. There are, we are told, a "disproportionate number of breakdowns in the black family" but this appears to be because the black family is its own worst enemy.

It is breaking up not because, as one might think, of the systematic police attacks on the youth, the family and the community; nor again because racist social workers are only too eager to take black children away from their parents. It is indicated that it is the monstrous ego of this West Indian mother or the inflexibility of that African father which causes all the trouble. The members of a black women's group are briefly interviewed but they are not given the opportunity to speak about the campaigns they have initiated which are based round their children's experiences of racism.

"Is it indeed just a question of racism?" the programme asks from time to time, and answers with such effectively racist banalities as—referring to employers who discriminate—"(white people) may be worried about the way (black) people dress or speak, or worried about the effect on the public".

As it proceeds to objectify and categorize, the series tells us gently but firmly that there are good blacks and bad blacks. In a pop programme, reggae and soul we learn, for example, that soul fans are happy, confident people who are seeking and finding acceptance in white society while reggae fans, we are told through a ridiculous selection of quotes, are hostile separatists who want repatriation to Africa.

The view of racism that emerges is that while it definitely exists, the sensible way to fight it is by putting pressure on the establishment—that racism is a sort of mistake, though rather a nasty one, which will be remedied if only people strive hard enough. The deliberate racism of the state; exemplified in the immigration laws, the continued use of the Special Patrol Group in the areas where black people live, the racist policies of certain education authorities (the racism used to keep black people in an underclass)—these were issues not mentioned at all in the programmes I was able to see (the first four), nor was the black resistance to racism. When I asked director Howard Ross why this was, I was told that "politics" had been dealt with on their own at the end of the series—they are regarded apparently as a separate compartment of black people's lives with no bearing on the rest.

Lincoln Browne, presenter of 'Babylon'.

The nettle of poverty

by Christopher Griffin-Beale

The Do Gooders.
ITV, Fridays 2300 or 2310 in London (regional times vary).

It might seem that the social services do not lack public exposure on television, but such coverage is isolated and responds to scandals, human tragedies or immediate political issues.

So even if London Weekend series *The Do Gooders* weren't so sensitively and responsibly handled, such an extensive "inquiry into the social services" would still merit praise simply for existing on television, even if—with the sort of complaint that has become a ritual for educational series, the transmission slots around the network are far from ideal.

Otherwise, London Weekend is to be commended for giving producer David Tereshchuk such ample scope in seven 45-minute programmes.

The only serious criticism is that the series' glib title, besides belying the approach of the programmes, embodies the sort of image that makes most social workers wince.

Tereshchuk's commentaries are perhaps over-filled with statistics for even a professional critic, notebook in hand, to digest. But though precise figures may be forgotten, they give a valuable context for the powerful arguments continued in the filmed example.

And while statistics might be better assimilated on the page, it would take a rare writer to match the telling insights these programmes offer into the conditions of social workers and their clients and the subtleties of their interaction.

Dick Pope's photography used no lights, a technique which maximizes demands on the cameraman's skill while minimizing disruption to the subject.

After three programmes about provision for the young, the old and the mentally handicapped, the series last week grasped the political nettle of poverty with eloquent evidence of the inadequacy of social security scales.

And confirmation from David Donnison, Supplementary Benefits Commission chairman that social security scrounging was far less serious a problem than other kinds of dishonesty, tax evasion or non-payment of fares—and certainly less widespread than *under*-claiming by those unaware of their entitlement.

The first programme, "Care by Order" touched on one of the most emotive issues, and perhaps the most relevant for many *Times Educational Supplement* readers: the increasing powers bestowed on social workers to deal with child-battering, or "non-accidental injury".

Perhaps wisely, the programme lowered the emotional temperature by examining a less extreme case where the two preschool children were not cruelly treated, yet there were fears that the parents' inability to cope might expose them to real dangers.

This kind of case illustrates well the real dilemmas facing social workers: aware of the risks to the children, and the burden of their own responsibility if they under-react, while open to criticism of over-reacting—in this case readily forthcoming from the father—and themselves aware of the imperfections of the available alternatives, the impermanence of fostering, the institutional quality of children's homes.

One of the series' strengths is its balance between the traditional provision most clients receive and the few small-scale, yet heartening experiments which emphasize the role that the clients themselves and the community can play alongside professional workers. In the first programme a young couple, articulate about the difficulties they experienced with their first baby, were full of praise for the family care their social worker had assigned them.

The series deals finally with the professional condition of social workers after their disastrous strike.

At a time when the social services are under financial threat, the programmes yield eloquent arguments for the resources devoted to them.

Film

Droll, monkish pursuits

by Roger Stephens

What is a Computer?
16mm, colour, 18mins.
Hire two days minimum £35.50 plus VAT
Video Arts Ltd, Dumbarton House, 68 Oxford Street, London W1N 9LA.

This film purports to demystify the basic essentials of the computer for everyone, not just specialists. The format is a colour cartoon using the "Monk" character created by Hugh Burnett for a number of popular books.

The audience is asked to believe that there is somewhere a monastery whose day to day activities involve extensive use of a computer. On this peg hang a series of short scenes depicting a variety of droll monkish pursuits, which depend in elements of the computers' central processor, visual display unit, input-output peripherals, software and so on. There is a commentary by John Cleese, employing his best "humouring the cretins" tone.

Visually the film leaves much to be desired. The animation is poor—jerky, heavily shadowed and using colours of a terminally anaemic hue. The commentary is far too busy. When not bludgeoning the audience with heavy humour it attempts to carry more than its fair share of the purely informational load.

The accompanying booklet, also entitled *What is a computer?*, but produced by a different team, makes (if one discounts the occasional lapses into schoolboyish sexism; sending references to "Mary's magnificent software" for example) altogether lighter-yet clearer work of the subject.

The film-makers intend their product to be used, among others, by schools planning to introduce or expand their computer courses. In the current climate of education cuts, teachers might be well advised to save themselves the hire charge of the film and buy the booklet, although even that, at £1.50 each for 10 to 20 copies, is on the expensive side.

Briefings

Serve You Right (Saturday, 12.05 BBC2).

This programme advises on how to get better service in everyday situations, such as restaurants or deliveries.

Télé-France (Sunday, 11.05 BBC1).

"Allez les Verts", as well as being a football chant, is the slogan for the French ecology movement. Advanced students see excerpts from French television on the problems of pollution.

Meditation (Sunday, 16.00 VHF4)

A GP, a consultant cardiologist and a psychologist discuss the potential value of meditation.

World Powers in the Twentieth Century (Sunday, 17.30, Monday, 23.00 VHF4)

Continuing the study of Russia since 1917," this programme looks at the characteristics of some of the many different nationalities living in the USSR.

Illusions of Reality (Sunday late night BBC1).

The fourth of six films on how the cinema moulded British public opinion in the 1930s. Examines newsreel treatment of Nazi Germany, rearmament and appeasement.

The Mighty Micro (Monday, 20.30 ITV)

Five experts chaired by Dr Christopher Evans discuss the implications for the future of micro chips. How real is the threat that teachers could be replaced by computer teaching in the home?

Whistle Blowers (Tuesday, 15.00 BBC2)

A topical programme on the work of investigative journalists in television. How has the role of the journalist changed? How far can he go before falling foul of the law?

Man Alive (Tuesday, 21.25 BBC2)
The World About Us (Wednesday, 00.00 BBC2)

Two linked programmes examine alternative deterrents to delinquency. *Man Alive* looks at the short, sharp shock" favoured by the Home Secretary. *The World About Us* features the rehabilitation programme set up in Tucson, USA.

Japanese bouquets

The two top awards in this year's Japan Prize, the major international educational broadcasting competition, have been won by BBC radio programmes.

The outright winner of the 2,000 US dollar Japan Prize was "The Battle of the Somme", selected as overall best programme from the primary secondary and adult education categories. It was first broadcast as part of the series *Days that Made History*.

The second prize for the best programme in a category different from that of the winner of the top award was won by "What a Performance", part of the *Music in Principle* series.

Hidden talons

Speckle and Hide, a short educational film about bird camouflage, is one of five titles from the Film Library of the Royal Society for the Protection of Birds which have recently been made available for hire.

Two other films deal with birds of prey and the complex lifestyle of the grey partridge, and the remaining pair broaden the scope to depict the diverse patterns of plant and animal life to be found in oak wood and tidal estuary.

Further details from Guild Sound and Vision Ltd, Woodston House, Oundle Road, Peterborough PE2 9PZ.

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TALKBACK

Fitting the pieces together

Rob Walker

The back seat of Mr Hurn's car is a mobile office: files, correspondence, a copy of the HMI's report *Curriculum 11-16*, computer printouts giving test scores on Primary School children in the county, a tape recorder and cassette tapes (so he can dictate and record while he drives).

As the General Adviser to nearly sixty schools in a rural area, he spends a good part of each day in the car, perhaps more than most, because he sees being in schools, and being seen in schools, as the most important part of his job, and that means time spent travelling.

One week we added up the hours. Seven hours were spent in the office, another seven in the Teachers' Centre, eighteen in schools (14 visits) and eight hours travelling. In some ways the week was atypical because the hours were low, but spot checks on other weeks showed that the number of visits to schools and the proportions of travel time to school time to office time were surprisingly constant. The car has to become an office, because he cannot avoid spending time in it.

Mr Hurn drives up to the school, a Primary School well thought of by parents and apparently without major educational problems. He gets out of the car, taking his coat off as he does so: "If you go into school with your coat on it emphasises that you are an outsider. Finding a place to hang your coat creates a distance and underlines the fact that you are visiting. I like to get straight into the school and for people to feel I belong there."

As we go in, he says hello to the secretary, calling her by her first name and asking how her son is getting on at university (he started this term). It is lunch time. The Head isn't in his office but is somewhere around the school.

Mr Hurn continues chatting to the secretary, but listens also to the noise level (and as he puts it, the "kind of noise") coming from the hallways. Later he says to me:

"I felt there was something wrong. I couldn't put my finger on it, it was several small things added up—the way the children ran through the entrance when we came in (I hadn't noticed them), the kind of noise level, the fact that the Head wasn't in his office at lunch time, the fact that the secretary seemed on edge. I thought to myself, there's something not quite right, I need to keep my eye on this..."

"Isn't it dangerous", I asked, "making judgements about schools on such slender evidence?" "The important thing is not to be taken in by those impressions, but not to forget them", Mr Hurn says. "An adviser learns to disbelieve everything he is told, or observes, until the last possible moment—to disbelieve it, but remember it. Store it away until you can cross-check it with something else.

"Never rush to judgments—I'm less sure now than ever I was as a teacher, or even as a head, that I know the best way of doing things. You have to learn to fit the pieces of the story together, patiently, and perhaps sometimes a little deviously—for instance you often act as though you don't know what someone is telling you, even though you have heard the same story several times.

It is justifiable because our job is to know the schools, and to act to forestall problems. When we are successful there is no sign we have done anything; our job is to enable others, to seem invisible. Even when we are taunted by teachers—you know, "failed teachers", "Kings of the Lay-by" and such like. . .

For the past two years, and with the help of a grant from the SSRC, I have been making a close study of the ways in which a number of advisers work. Typically, advisers claim to "know" their schools and to "know" what is going on in classrooms. I have been trying to find out more about that knowledge.

What kinds of information seem significant? How is it collected, processed and recorded? What problems arise in establishing the reliability and validity of the information? But above all I have asked myself the question, "What do advisers do?", not because of a desire to press for judgment, but out of curiosity and the feeling that there is a need for description.

The most informative technique has been to spend days or half-days with advisers visiting schools, recorded either descriptively or occasionally on video-tape or film. These records have usually been followed by interviews that have focused on particular issues or points of interpretation.

Having developed quite a close understanding of the work of a few selected advisers I wonder about the generalisability of the picture that emerges. The job of adviser, or inspector, varies from person to person and l.e.a to l.e.a., and not always in ways accounted for by different occupational labels.

I am looking for advisers who would be interested in writing accounts of aspects of their work, and perhaps letting me observe them at work, or talking to me about the ways in which they observe schools and classrooms.

In this way I hope to fill out the picture I have so far. In exchange I can offer to supply a portrayal of the adviser-at-work, and will promise anonymity and the right to control the use I make of the information.

If you are, have been, or are shortly to become an adviser and you'd be interested in helping me, I'd be glad to hear from you. If you are a teacher, pupil, head teacher, laboratory technician or parent, and you have had contacts with advisers, or thoughts about the way they work, I'd be glad to hear from you too.

Rob Walker works at the Centre for Applied Research in Education, University of East Anglia.

Help from outside: members of the Ludus Dance Group perform in a Lancashire school.

Getting dance started

Ruth Goldberg

Finding a place for anything new in the secondary curriculum is increasingly difficult. Advocates of the value of modern dance suffer more than most.

The physical education timetable slot is rarely appropriate, although schools where drama and music have close links have greater possibilities. This is a brief account of how modern dance is introduced in one school.

A full day is set aside for all 12-year-old students (second year). The class tutors, many of whom have no experience of dance, are involved in planning, teaching and follow up work associated with the day.

In preparing the programme the following aims have been established: to make the experience exciting and successful, to dispel some of the myths associated with dance in this milieu, to allow students to show the links between different dance forms, and to root the activities in the student's personal experience of dance.

A timetable for the day is established which rotates each group, as a tutor group with tutor, through the following:

(1) A film. Many good films are available. A good catalogue is the Scottish Central Film Library Catalogue. We used the well-known "Pas de Deux" by Norman McLaren (Harris Films) and the "Billingham International Folk Love Festival", a study of national folk dance styles.

(2) A discussion led by one of the three teachers with experience and training in duties, assisted by the class teacher. This is planned and structured beforehand and explores attitudes and experience of dance in the student group.

(3) A practical session—for this we enlist the skilled support of outside experts, and use them in conjunction with the class tutors, whose subsequent roles vary between teaching partner, support, observer, class member and participant. Each group then has a session of practical work, each teacher offering a different style, form and content.

(4) A short piece of individual written work based on (1) to (3) above, incorporated into an attractively produced "programme for the day" which is given to everyone participating.

(5) Finally and most important, we have always been fortunate in obtaining support from professional dance groups. We have supported them in an evening production in the area, and they in return have given an afternoon lecture/demonstration and performance at the end of our "Day of Dance". An outstanding success one year was the Extemporary Dance Group. To use such groups you need to plan well in advance. Make direct contact or obtain advice from your local Arts association.

Those days have proved a great success, with teachers as well as students. Misconceptions are dispelled, and the ground laid for a variety of follow-up work. Both timetabled and extra-curricular groups have developed from this initial stimulus, which has an influence far out of proportion to the curriculum time set aside.

Ruth Goldberg teaches dance at Stantonbury Campus, Milton Keynes.

An icy morning

Chris Evans

Snow had fallen the night before. The children came into school bubbling with excitement.

"Right, get your English books out, we're going to have a spelling test." The children open their books and look at the teacher expectantly. "Okay, first word 'pneumonia'." The children begin to write. Outside the classroom two workmen begin scratching dry putty from a large damaged window. "Next word 'chemist'. John, look at your book, not the window."

The workmen come into the classroom and with one almighty thud knock the middle of the pane out. Noise bubbles in the classroom. "Alright, alright, anyone would think you'd never seen a pane of glass broken before. . . next word 'knowledge', knowledge. John, I said got on." The workmen pull away splinters which crackle and split as the remnants of the pane are removed. Children look on in fascination as experienced hands deal with deadly points. The cold from the open space chills the children who audibly shiver. "Don't be silly. Come on now, next word 'icicle', hey you four, turn round will you, 'icicle'."

The glass is cleared and a new pane fitted in and secured. The workmen leave. The test finishes. "Now, in the same book I want you to write about the title I'm going to put on the blackboard." The teacher writes, the children copy. "If I were a king."

Next door in another class a child had written:

"Last night it starting pelting down with snow. Gradually everything was like a white blanket. There were heavy tyre marks as the cars drove through the soft glistening snow. It looked like a fairy tale as the moon shone down. I thought it was a shame it wasn't Christmas. In the morning I looked out of the window and there was snow piled on the cars. When I tried to get out, the front door porch was frozen. All the way to school I splattered my sister with snowballs."

Chris Evans is head of Brookside Primary School, Hayes.

A spot of bother

Elizabeth Wells

Mr Sear always hovers round the desk at the end of the lesson for a few moments' private conversation. By this stage of the term, everyone else is demanding to be called by their first names, spending up confidently, volunteering answers, laughing at themselves and at each other, and delighting in sussing teacher out.

Mr Sear remains silent through out the two hours, beavering away at the exercises: doing his best. Only after the class disperses does he give a little, and then only to proffer a modest, but somehow defiant, explanation of his sorry performance.

Being rather embarrassed by so much humility and industry, I try to forestall his confessions of inadequacy by getting in first with faintly jolly-ing questions, suppressing the knowledge that he's a lonely old man who wants to tell me something, and that I can make no satisfactory response.

He told me after the first lesson that he hadn't had any schooling, but now that he was retired he felt it was time to start bettering himself. The next week he stayed behind to mention that he attended an RSA class last year, and the lady thought he'd done very well considering. The third week, I heard how he'd spent his entire working life as a carpenter for Lloyd's.

The fourth week, I fended off what I feared might be revelations of awful pathos with "Well, Mr Sear, how did you find all that? All right, was it?" He felt it was not too bad, except for a bit of trouble with his punctuation still.

This formula seems to make for a more comfortable exit from the room than leaving the social niceties to Mr Sear, so I have continued with such leads as "How are you finding the literature? Enjoying it?" He likes the "Mudding Crowd" but is having a bit of bother with "Romeo and Juliet"; can't really understand what they are saying.

He is very small and neat, in his hairy sports jacket, with his raincoat over his arm and his books in a plastic carrier. He is also dreadfully slow of speech and movement.

We are up on the second floor and the descent to ground level is protracted. Last week I rather meanly excused myself and hurried down alone, plending an appointment for half-past one.

This week he lingered to explain that his homework wasn't as good as everyone else's because he'd never had the opportunities. I was a relief to be able to tell him that it was a good deal more careful than most, and more sensible than many. It was, indeed, not bad, he said—considering.

This time, as we started out together from the classroom along the squeaky polished corridor, my excuse for hurrying ahead was forming, and Mr Sear—already a pace behind—lot out, "As a matter of fact, I've had a spot of bother this week."

"Oh, dear. Nothing serious, I hope?" Kindly, but not too encouraging or you'll never get out.

"A bereavement, actually."

"Oh, I *am* sorry to hear that." Please not his wife: don't let it be his wife.

"Yes. A friend. My friend. We've lived together for years."

Oh, Mr Sear. Oh, you poor old bloke. Slow down. Ask him right questions. No need to feign sympathy; let him talk; you've got to hear.

Yes, it was a bit of a shock, really. In hospital; but they thought he'd be coming out soon. Just gone to show, doesn't it? No, as a matter of fact, the neighbours aren't much help; and there aren't many friends.

Still, we agreed, it's a good thing he keeps himself busy.

Mental if you didn't, wouldn't you? Only happened last Friday, so it takes a bit of getting used to. Thank goodness for the classes, that's all. He doesn't know where he'd be without them.

Elizabeth Wells teaches at the North West Haringey Adult Education Centre, Muswell Hill.

EXTRA

HISTORY

The case of the mummy's foot. London school children absorbed with their question sheets in the British Museum: but on page 33 Richard Brown and Christopher Daniels question the value of history projects.

Superficial work .·. little historical content .·. lack of planning .·.

John Robottom has been looking at the history section of the HMI Survey of Primary Education in England

LAYING THE BLAME

"In four out of five, of all the classes which studied history the work was superficial . . . it involved little more than copying from reference books and often the themes chosen had very little historical content." It is not difficult to reconstruct the dialogue behind those sentences from the history section of the HMI Survey of Primary Education in England (Chapter V, 123-8). "About history, head teacher?" "Yes. It's part of our child-centred emphasis . . . the integrated topic you know—we started it, of course, on the advice of one of your predecessors . . . history comes up naturally." Nor do I see any reason to doubt the broad inference that a systematic study of the past has all but disappeared from the primary schools, in England at least.

Where I part company is from the laying of blame on "lack of planning" or "the absence of schemes of work and of teachers with responsibility for their implementation. These are deficiencies, but they have arisen far less from wilful neglect within schools than because it is many times more than a lone voice in the inspectorates or advisory services, among teacher educators or specialist researchers, has pressed the case for what the final two sentences describe as "a framework" to bring about some "ordering of events" and the possibilities of "comparisons with the present day".

There are already signs that these phrases have been taken as a rallying call for a return to basics, for dusting off unexciting textbooks and doing the fifteenth century with the nine year olds. If this continues, shall we accept it as a natural reaction to the inference in the survey that superficial work, randomness and copying are to be blamed on to poorly organized Discovery work, ill-matched to pupils' abilities or will we recognize also the failure of the management corps of school history to address itself to the questions of which events and what comparisons. For the "soft" psychology which gave us "discovery" and "activity" has been followed by the "hard" psychology of myriad inquiries into children's historical thinking, many of them far too agnostic about the content of the history curriculum to which the results could be applied. It is not, of course, the quality of these researches themselves which is at issue, but their displacement effect; they absorb funds, time, attention and dominate journals or in-service courses to the detriment of the task of helping a non-specialist teacher force determine what encounters with the past it should provide.

Annex B, which sets out the schedules followed by surveying HMIs, is strong on questions taken from the taxonomies, about empathy, understanding of causal factors and the like, but quite innocent of any guide-lines, let alone commitment, to the possible range and variety of history which might be looked for. It does, however, call clunks on the effectiveness of the main cottage industry of historian podagogues, the effort to give the subject a basis in the use of primary sources. To judge from the careful phrasing of the survey the results were disappointing: artefacts and documents were "occasionally" used; 11-year-olds drew on oral sources "more often than the younger ones; grandparents had been invited into "one 11-year-old class". In summary, we learn: "It was rare to find classes . . . becoming aware of the nature of historical evidence."

It is to be hoped that these assessments of evidentially based history are arresting enough to lead to discussion about its validity. The objection is not to the truth that the real is better than the representation, or that there is no romance and drama in archaeology nor excitement in oral history. It is to the central confusion between the scholarly problem of the meaning of a piece of evidence in the real life problem of the significant and—still more—the inconvenient, fact.

Which is the more important experience for a 10-year-old: to be led through an exercise based on the accounts of a canal company or turnpike trust or to be confronted with the hoax which can be illustrated but hardly proven, that the imperial Chinese or Romans were canal and road builders? The obvious response that both approaches are of equal importance is invalidated by the failure to give them "equivalent attention in the survey or in the curriculum notions on which it has drawn.

Secondary school history has been subject to the same pressures but their effect has been far less corrosive, and not only because the subject has timetable protection with some half of the pupils taking it on to 16. I suspect that a feature which characterizes and unites perhaps the majority of specialist teachers is a Whiggish attitude; not a Whig interpretation of the march of progress but a Whig respect for history's capacity to serve as an entry to knowledge about human society. The consequence is a rough balance in the debate; while the journals and in-service courses may be dominated by reports from senior officers of the CID school of history and the applied psychologists, the staff-room discussions have given at least equal thought to the issue of what episodes from the past should be included in the syllabus.

The persistence of questions about the relevance of history to future citizenship has been particularly marked in the quite widespread revision of courses for terminal historians in the third year and the changes, in the last 15 years, in the syllabuses followed for examinations. This sensible compen-

Continued overleaf

World picture

Book reviews by Jessica Saraga

Introducing World History.
School of Oriental and African Studies.
60p. 0 7286 0051 X.

Twentieth Century History. By Tony Howarth.
Longman £7.95. 582 22170 6. £3.25. 0582 221625.

Peace and War Since 1945. By Derek Heater.
Harrap £1.50. 0 245 53249 8.

International Affairs 1890-1939. By R. N. Rundle.
Hodder and Stoughton £2.45 limp, £6.95 boards. 0 340 24336 8 boards. 0 340 23708 2 limp.

An Outline of Modern European History 1870-1951. By Frank O hUallachain.
The Educational Company of Ireland £3.42.

Twentieth Century History 1900-45. By C. A. Leeds.
Macdonald and Evans £1.95. 7121 2025 4.

The Penguin Dictionary of Twentieth Century History 1900-1978. By Alan Palmer.
Penguin paperback £1.75, Allen Lane hardback £6.95. 0 14 051.085 0.

News today is world news, and tomorrow it must be world history; there cannot be national histories of recent times. The SOAS handbook, *Introducing World History*, is an attempt to preach this to the as yet unconverted, and to explain something of what is involved in teaching world history.

Its suggestions for world history syllabuses and details of those provided by the public examination boards are useful, though it is a lucky teacher who can choose any particular board unconstrained by school or colleagues. Another useful point concerns the adaptation of traditional "area" syllabuses to world studies.

The declaration in one of the articles that "what sets world history apart from national history is its global perspective" is not such a truism as it appears; the emphasis is on the perspective, the viewpoint which fixes events in a world context. A traditional topic like industrialization in Britain, for instance, could be placed in world perspective by a comparative study of Japan, another industrial island state, and revolution and the growth of Communism in Russia could be be linked up with parallel developments in China or Cuba.

There is no need to jettison everything national or traditional in introducing world history; just enough to make sure that the topics covered can be seen in the context of related changes elsewhere, and that the interaction between different areas of the world can be demonstrated. What the handbook could have made clearer is that the emphasis in this country will of necessity still remain European despite the global perspective, unless we have Africans, Asians or Americans to teach and write our history. Nor should it be otherwise.

Continued overleaf

From Longman
TWO IMPORTANT TITLES PUBLISHED IN 1979

Economic and Social History of England 1770–1977
R B Jones
Second Edition

Since the first edition was published in 1971, this has become one of the best-selling textbooks for the various English social and economic O-level history syllabuses.

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All graphs and statistics have been brought up to 1977. There are many carefully chosen and captioned illustrations and the numerous graphs and diagrams have been especially drawn to make clear some of the more difficult concepts and relationships.

Written for O-level candidates, it will also make a suitable introduction for sixth formers.

£2.95

Twentieth Century History: the World since 1900
Tony Howarth

An O-level main course book for the twentieth-century world history syllabuses. It takes as its main themes the most important political, social and economic trends. The approach is interpretative; it aims to help students understand how and why the great driving forces of this century have shaped the world.

Documentary evidence is used to illustrate important episodes. There are illustrations, maps and diagrams throughout.

This book is linked to the BBC television series for schools *Twentieth Century History*. It may be used on its own or with the programmes.

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Longman

The mole catcher and the milk-woman. Two pictures from "The Victorian Country Book" compiled by Vivien Noakes (Collins £1).

"Laying the blame" continued

mise between the two major strands of thought is reflected in the work of the Schools Council 13-16 Project.

The foreword to the survey indicates that HMIs set out to discover work of high quality which could serve as yeast to leaven the whole lump. The paragraphs on history suggest that too little was found, especially in respect of whole school approaches, to retain any confidence in the tactic and that the new notion of "a framework" was substituted. The questions about what should be within that framework are daunting. What is a meaningful unit of historical study? How many forms of history are there, what is the width and variety we should expect? Are there ground-rules for when a fact should be accepted and when its evidential basis should be explored? Is it reasonable to aim for a broadly defined, common core of historical knowledge?

Even this introductory list is formidable enough to arouse legitimate protests about overloading the classroom teacher. But the thrust of this article is that the main burden of reestablishing history should be borne by those outside schools, whose ideas and enthusiasms seem to have produced such pitifully little fruit.

John Robottom has been a head of history department in both schools and a college of education and is currently working in educational broadcasting.

EVIDENCE IN HISTORY

Designed for A-level and Colleges, this series seeks actively to involve students in historical evidence. Each book provides a wealth of contemporary material, illustrating many aspects of the period under study, and presenting some of the problems which arise whenever original source material is used.

Ireland 1780-1914	S. R. Gibbons	£1.65
British Foreign Policy 1870-1914	Judith Telford	£1.75
The Age of Lord Liverpool	R. J. Revill	£1.85
Charles the Second	David Lunn	£1.95
Elizabeth the First	S. J. Houston	£1.90

CONTRASTS IN HISTORY

General Editor: Duncan MacIntyre

This series for O-level identifies and analyses a number of historical problems, and introduces pupils to the complexity of historical situations.

Napoleon: The Legend and the Reality	Duncan MacIntyre	£1.25
Hitler and Mussolini	Margaret A. Fuller-Smith	£1.55
Early Victorian Society	J. E. McIntyre and B. R. Easson	£1.80
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Also in preparation: The Edwardian Age

INSIGHT

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WHO'S AFRAID OF HISTORICAL CONTENT?

Asks Tom Hastie

If education is a preparation for life—and it must surely be a waste of everyone's time and the taxpayer's money if it is not—then the history teacher must consider what his contribution to that preparation ought to be. It is assumed that pupils should leave school able to read and write, to do enough arithmetical calculations to check their pay packets, their mortgage and HP payments, to know enough basic physics and chemistry to avoid injuring or killing themselves in our technically sophisticated environment and to know enough biology to stay alive and enjoy being alive. But what does the history teacher have to offer?

Much has been said about the role of the history teacher in developing the adolescent's awareness of the importance of evidence, of the misuse of evidence, of the dangers of stereotypes; in developing an historical perspective and a sense of proportion and the fostering of what one Swiss historian aptly calls "civic courage". All of these are valid claims and are accepted by very many history teachers in our schools today.

The educational theorists may have been eager to tell us about the why and the how of history teaching, but they have been oddly silent about what history teachers ought to be teaching. "We mustn't be prescriptive" they intone in their limp liberal voices and then go on to prescribe what *they* consider to be the essential concepts behind history teaching—change/continuity, conflict/tradition—the required historical skills, attitudes and so on.

I am becoming increasingly concerned, however, at their unwillingness to concede that these concepts, skills and attitudes cannot be developed in a vacuum, but must be based upon a familiarity with specific historical data—or facts, if readers will pardon the expression. It seems to me that the basic historical data which pupils will take away from school into adult life are as important as basic information about electricity, acids, sex and multiplication—no jokes intended. Is it not now time for us to consider what basic historical information adults need as part of the furnishing of their minds in a rapidly changing Western society?

To help us determine what that basic information might be, let us conjure up the Martian visitor who conveniently speaks English and who would be puzzled by many features of our contemporary world. What kind of questions would he ask? I venture to suggest they would surely include the following:

"How is it that France and England are separated by only about 30 miles of salt water and their languages are so very different that they cannot communicate together, whereas the majority of the people of the United States of America, thousands of miles away across a vast ocean, also speak English? So do the people of Australia and New Zealand on the diametrically opposite side of the globe. How did this spread of English language come about? Why is English called English? And why do people in Latin America speak Spanish or Portuguese, which are also European languages?

Why do Europeans use numbers which are obviously based upon Arabic numerals? Has it anything to do with the Middle East's control of petrol supplies? The Crusades? I do not understand that term. Christianity? Islam? What are they, please?

Why are men killing each other in Ireland if they are all claiming to be Christians? Oh, I see. What is a Protestant, please?

Why do the British have a hereditary monarch as their Head of State while most other countries have an elected President? Why did the French, the Americans and the Russians get rid of their hereditary rulers? How did they manage it?"

If, instead of the fabulous Martian visitor, we look at the actual child and adolescent in our classrooms, do they not need to know the answers to these questions, too—and many more? Without answers to these questions, the world must appear to our youngsters to be incoherent, to be inhabited by criminals, lunatics and nincompoops.

It has been wisely said that history is to society what memory is to the individual and just as we use the term "suffering" of a person who has lost his or her memory, so does a society suffer if it loses its collective memory. The Chinese have been aware of that truth for nearly 2,000 years and have referred to history as "the reservoir of human experience". They argue that just as the individual learns from experience and orders his conduct accordingly, so may societies be guided, more often than not, by their knowledge of their history.

But that knowledge is not an awareness of concepts, a mastery of skills, a development of attitudes even if they may be associated with that knowledge; on the contrary, it is a store of factual information about the past, about the struggles, forces of one's society and of society's place in the world.

The verbal prestidigitators will have seized, as semanticists will have seized, on the word "factual" and will promote control are even now thundering into my carcase interrogatory lines such as "What do you mean by fact?" To them I can only reply by pointing out that everything is capable of being argued to absurdity and that their Socratic technique is purely negative. Its users are not really concerned with finding the answers to questions; they are exhibitionists who revel in detecting the weak points in other people's answers but are too cowardly to put forward answers of their own.

And it is answers which influence life, not questions. When a child says to a woman, "Will you marry me?" it is a serious, an important question, but it is the woman's answer which determines the course of their lives from then on. The decline, therefore, in the literary space at my disposal to waste time on those scholasticists of the question variety, preferring instead to press on with the reformation of history teaching in our schools.

What historical information do we have to consider adequate to provide the mental furnishings of citizens in the next generation of citizens in this? I am far too much of a political animal to advocate a centrally directed syllabus for the nation's schools, aware as I am of the dangers of such a policy. What I am suggesting is that history teachers should be seriously discussing the preparation of what I can only call a menu from which they can select meals for their pupils as appropriate. Such a menu would have to be based upon distinct principles, in a manner of speaking, that is, based upon the total intellectual needs of our pupils. We have spent so much time, often usefully, on the aims and methodology of history teaching that it is now time, therefore, we paid our attention to the content of the teaching?

Tom Hastie is Warden of the Institute of History and Social Science Teachers' Centre. The views expressed above is entirely his own and is not necessarily shared by the Authority.

"World picture" continued

The handbook comments on the scarcity of good world history textbooks. This gap must surely have been plugged to some extent last year when Harper, Wardle's *World Powers in the 20th Century* appeared, and now Tony Howarth's *Twentieth Century History* ought to preclude such a complaint being heard again for a few years. This is a controlled and analytical survey of the last 80 years in which the world outlook is plain.

Although the two world wars and their European origins inevitably act as focal points for the first half of the book, this is not at the expense of consideration of the rest of the world or of emphasis on the growing interdependence of all its parts. The second half of the book deals more thematically with Cold War, China, the European Community, the end of empire and the Third World.

Tony Howarth's fluent text is illuminated by fascinating photographs, maps and graphics, and further related visual material, much of it newsreel, is available in the BBC television series *Twentieth Century History* with which the book is associated. Series and book complement and reinforce each other; they would serve well either for O level or for sixth form current affairs.

Peace and War since 1945 could be similarly useful; its scope is more limited and its language simpler, but it is equally well presented and its illustrations are excellent if you can take the more vivid representation of the horrific consequences of war.

In *International Affairs 1890-1939* the global perspective is not so apparent, in spite of the title. The Far East is mentioned initially only in relation to Russia, and the United States only in relation to the First World War. The chapters on China, Japan, the Middle East and America towards the end are not integrated wholly with the rest of the book; this is a European history with extras. Nevertheless, as such it is readable, organised, and plentifully endowed with maps and photographs.

Modern European History 1870-1957 is a straightforward area study, making no claims to be world history; but because events cannot be seen in isolation, the Far East and America inevitably make an appearance here too. Some good primary source extracts are included, but the text unfortunately tends to read like refurbished A-level notes.

This is presumably unintentional here, but in *Twentieth Century History 1900-39* an M & E handbook, note form is the deliberate stylistic goal. M & E handbooks, it is claimed, contain "detailed information stripped of unnecessary padding"; each one is a "comprehensive self-tuition course" complete with self testing questions at the end of each chapter. The information in this one seems accurate, but lists of facts inevitably overlook explanations; one person's unnecessary padding is the next person's enlightenment and cutting it out is likely to be less than helpful.

Using this book as a self-tuition course can be neither sound nor profitable and the only possible use for it is as a revision or reference aid. Why use this though, when *Penguin Dictionary of Twentieth Century History* is available at largely global in scope, and with a minuting explanations too? A could quibble with the "Penguin Dictionary", as with any dictionary about what is left out; I am Paisley is missing for instance and Mr Jack Lynch; so are both present Prime Minister of Assam and his predecessor; Mr Heath is there, but not Mr Desai. But that's the kind of thing which it is clearly impossible to get right without the hindsight which a book covering history right up to 1978 inevitably lacks.

It is becoming easier now to have contemporary world history, with immediacy of satellite TV; pictures has contracted the globe in the past 15 years, and television could provide the experience for children to relate national history to what they relate to, where they live, buildings and artefacts present around them.

Whether the world picture should be extended to earlier periods as well as the SOAS team suggest, is a different question. When the last student with sixteenth-century history houses it seems wayward to study Akbar when you might be studying Elizabeth I, or to study Genghis Khan come on relatively like his distant successor Chairman Hua. However, as far as our century goes, while clearly one would be selective in picking world history books, at least now there are enough good ones around to make sure that today's boys and girls, like most women of the twenty-first century, can get a good grounding in the history of the twentieth.

THE MYTH EXPOSED?

Richard Brown and Christopher Daniels on the value of projects

With the exception of the work of Sheila Ferguson, first in Martin Bullard's *New Movements in the Study and Teaching of History* and then in her full-length book on the subject, and a contribution by Andrew Milne in R. Ben Jones's *Practical Approaches to the New History*, little has been written about the function of the project in teaching history to the 11 to 16 age range. This is a notable gap in the debate on history and a surprising one.

Most teachers and CSE boards have viewed projects as an essential element in the move towards greater teacher control of syllabuses and assessment. Projects are no longer the sole preserve of CSE and there are trends towards an extension of their use to both O level and sixth-form courses. But is the educational validity of projects as defensible today as it may have been in the mid-1960s?

Most teachers see the project as a personal study in depth into a specific subject. To be of any real value this necessitates, among other things, the use of quite sophisticated reference skills for locating information, skills of discrimination and selection in checking the information and choosing or discarding it, skills of asking questions of material and finally communication skills in producing a synthesis from the chosen information. The good pupil should be able to display initiative and originality. It seems something of a paradox that teachers expect all this sophistication from pupils of average and less than average ability (the CSE pupil), rather than from pupils with greater ability.

Analysis of 207 CSE (Mode 1) projects between 1973 and 1978 from comprehensives in urban areas with some rural catchment provides the following information (marks out of 30): Grade A (26-30) 19 pupils; Grade B (22-25) 33 pupils; Grade C (18-21) 54 pupils; Grade D (14-17) 59 pupils; Grade E (10-13) 31 pupils; Grade U 11 pupils.

In 90 per cent (167) cases the project mark corresponded to the final grading—grade A project examination grade 1 and so on. Of the remaining 40 candidates, 27 corresponded to the estimated grade and would have been no lower but for the project, 13 produced higher grades than their project (in six cases because they were stronger in the written examination paper) and the reasons for the success of the remaining seven are difficult to ascertain. It would seem, therefore, that in most cases the project makes little real impact on the final grading in the CSE examination.

The subjects chosen for history projects in this period are also of interest. The most popular area of study was some aspect of history since 1500, closely followed by some subject from within the third to fifth form syllabus. These two areas accounted for about 60 per cent of the sample. Local history comprised about 20 per cent, with the remaining 20 per cent divided between ancient and medieval history, sport, science and technology.

The level of local history project was higher in the 1973-75 period when there was a local record office in the town and very low since 1975, (only two out of 28) as the record office was 25 miles away.

The projects were marked out of 30, giving 12 for content, 13 for the use of materials and five for presentation. Those scoring below 20 marks gained most (more than 70 per cent) of their marks from content and presentation. Only 22 per cent of the sample gained more than seven marks for the use of material.

The following broad conclusions can be drawn from this sample:

The mark of the CSE project does *not* in most cases alter the final assessment. Is the project then a discriminator?

If one of the aims of projects is to extend the pupils' own experiences and understanding of history the fact that 30 per cent of pupils chose a subject from within the school syllabus is of concern. The Oxford/SREB 1974 report on History and the 16-plus indicated the vital nature of choice of topic: "It is essential to avoid topics of such generality that they can only be treated by a 16-year-old in a derivative and descriptive fashion. On the other hand one must also avoid choosing topics which are so narrow in scope that a 16-year-old will find it almost impossible to obtain sufficient information and is in consequence unable to develop ideas to argue or to reach conclusions."

For most pupils marks were gained for presentation and content, *not* skill in using the material. This is still true of much project assessment, although can be avoided by a marking scheme emphasising processes as well as products.

These conclusions certainly bring into question the widely held belief in the project as an important curriculum stimulant and as an integral part of a history teaching strategy.

At present there appears to be a move towards making the project a much more important element in the examination structure. The proposed N and F examinations in history set a place for the project. In the CEE courses projects account for half of the final assessment.

Yet in 1976 the book *A New Look at History*, which outlined the aims and methodology of the Schools Council 13-16 History project, made the following statement about projects:

"In theory again such work should show the ability of the pupil to do history. In practice the work produced is often a copy or a collection of other people's work and is in no way indicative of a pupil's ability to think historically. The exercise it seems is really too sophisticated for most 14 to 16-year-olds to do in the time at their disposal."

The 1975 London/Middlesex 16 plus feasibility study went further than this and concluded that the project "... was beset by so many pedagogical and practical difficulties as to be best dispensed with".

So far we have looked at the project from the point of view of examination assessment and have highlighted what we see as the essential weaknesses of this view. It seems apposite, therefore, to look more precisely at what the aims of the project could be, the skills it could attempt to extend and the method by which it could be assessed.

The aims of a pupil producing a project could be seen as:

- providing the opportunity for the pupil to produce an extended piece of written work on a subject of his own choice;
- providing a sense of self-motivation often lacking in the CSE/O level examination trail;
- providing the opportunity for the pupil to approach the chosen subject in the manner of an historian
- providing him with the opportunity to extend skills which the historian needs to produce a piece of historical research.

The last two aims could be achieved by using the blueprint below.

The project strategy does not take into account the type of assessment to be used, except that it can be assumed that one part of (b) in the pupil's mind will be the hope to achieve the best possible assessment. Any scheme of assessment must take into account the following aspects of the project: the way in which it has been approached; the types of material used and the ways in which they have been used; the content and how that has been presented; the originality of the subject and the final product. To prevent the copying of material from books and other sources an oral examination would quickly test the level of historical understanding.

There are, however, several important constraints on this project strategy:

(1) It lays emphasis on both primary and secondary material but, as David Sylvester concluded, many projects are merely culled from secondary sources. It must be asked how far a CSE grade 5 candidate is capable of positively utilising primary material either by being able to read it, understand it or use it in an historical sense. A pupil may have the ability to regurgitate material in an examination, but fail to understand the significance of that material or be able to use it in any meaningful historical sense. Are projects the correct medium for assessing the abilities of the lower ability pupil?

(2) Time is a major constraint. For many CSE boards the project provides 20 to 30 per cent of the final assessment. This means spending class time of about a term on the project. Within the existing syllabuses can this be justified? "Plan of campaign", and on the need for an oral as part of the project assessment. Other beneficial suggestions for 16 plus projects have come from the SUJB/SREB, including more emphasis on answering specific questions compiled with teacher guidance and the writing of a summary of answers, and general conclusions, together with a "1,500-word imaginative reconstruction, instead of handing in a "polished" or "completed" project.

Despite these advances, the future of the project as a core component of 16 plus and 18 plus syllabuses in history must be suspect, in view of the practical problems with large numbers, the methodological difficulties, and the uncertainty of many teachers in coping adequately with an increasingly complex written and oral assessment procedure.

Perhaps the project had some value as a curriculum stimulant in the 'sixties, encouraging change in aims and methods of teaching and assessment through CSE examining boards. As David Sylvester has noted, the widespread dissemination of curriculum development depends largely on examination boards, and the incorporation of the project into CSE assessment was one means of institutionalizing a valuable component of history teaching. Whether that component is suitable as a part of history assessment is less certain, and reports advocating compulsory projects at 16 plus and 18 plus should approach the subject with caution. There has been too much confusion between the value of the project in the teaching of history and its worth as a method of assessment of history in schools.

Richard J. Broton is head of history at Houghton Regis Upper School, Bedfordshire. Christopher W. Daniels teaches at the Royal Latin School, Buckingham.

Skills Needed	*Project Strategy* *Choice of Subject*
	(a) What is it about?
	(b) What do I hope to achieve by studying it?
	(c) Where do I find the information I need?
Reference skills	Primary Material Secondary Material
Word acquisition	
Comprehension	
Translation	How do I use this material?
Selection	
Judgment	
Evaluation	
Organising procedure	(d) How do I draw this material together?
	(e) How does this subject fit into the broader conception of history?
Synthesis	(f) How do I synthesize the material?
Communication skills	(g) How do I finally present the material?
Insight, knowledge of self and values	(h) What have I achieved? How is this different from (b) and why?
Reasoned judgment	

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TAKING A LARGER VIEW

World history and national history do not confront us with diverging paths, writes Richard Tames

"When God intends some new and great epoch in human history, what does He then but reveal Himself to his servants, and as His manner is, first to His Englishmen ?" [Milton]

The case for world history rests, at least in part, on the inadequacy of national history. Anyone who believes that history, the perceived "tide of events" in some general sense, is foreshadowed by—or even greatly affected by—what happens in Britain now, holds a very peculiar view of reality. Yet many syllabuses in history still seem to be predicated upon this view.

Keynes famous observation that most practical men of business are in fact slaves to the obsolete ideas of some long-dead economist, can be applied with some validity to practical teachers of history. If the curriculum is, in effect, what teachers do, it is determined, so far as history is concerned, in large part, by their own historical education at university or college level—whether or not this is in any way relevant to the pedagogic objectives which are or might be thought to be valid for history at the secondary level.

The real question ought not to be "how much of what university-level history is can secondary school students be brought to comprehend ?" but rather "what distinctive contribution can a teacher with an historical education make to the general intellectual development of his pupils ?" All too often, however, teachers seem simply to try to teach what they were taught, diluting and bowdlerizing as appropriate, without thought of their rationale in terms of objectives. Reflecting, in a sort of refracted way, the "seat of the pants" empiricism of the English historiographical tradition, they seem to assume that history just *is*—a great mound of facts to be cut up, sorted, packaged and otherwise made palatable to reluctant consumers. Until British history teachers are prepared to think really hard about what they teach and why, any talk of "standards" in relation to the discipline will be meaningless and the strictures which the HMI team recently applied to primary school history work, in terms of its total lack of progression, will continue to apply with equal force to most secondary schools, I am not saying that no significant intellectual development takes place as a result of current conventional history teaching. I am saying that in so far as it does, it does so in ways which are rarely foreseen or planned and seldom assessed with any accuracy or to much purpose. Most of us simply claim to "know" when someone is "good at history".

Given then that most teachers' historical education has been heavily based (or do I mean biased ?) on British history because that is what British historians have primarily been interested in, a nationalist perspective has been the almost inevitable outcome (like most historians I can never use the word "inevitable" without some qualification). And perspective is just what such an education sadly lacks. "Histories make men wise", claimed Bacon. Really ? Most school history seems content to make you remember. And what you remember, *if you do*, is a highly selective view of one nation's past. One need never encounter the intellectual problem of selection which lies at the heart of historical writing or even pause to consider whether a "nation" is the appropriate framework within which history should be written.

British history has moreover often been presented in a manner which violently distorts some of the most profound and significant features of "Our Island Story", and in particular the linkages between Britain and the rest of the world.

While one can reasonably write an account of the first 2,000 years or China's history without paying much attention to anywhere else, to do this to Britain's history is to violate its essence. The history of Britain between (O, much-loved dates) 55 BC and 1066 is little more than the story of—to steal the title of a Caribbean textbook series—"The People Who Came", and who brought with them their languages, customs, beliefs and institutions. The succeeding five centuries see Britain as an integral, if eccentric, part of Catholic Christendom, and the past five have been dominated by our relationship with the world beyond that Christendom. And those five centuries have witnessed, moreover, the most remarkable, and unremarked, triumph of our nation—the ascendancy of the English language, not as the world's most spoken language, but as its most widely-spoken language. How many children leave school without the slightest awareness that 400 years ago only the English spoke English and only the Japanese spoke Japanese ? And now the Japanese speak English—even to our EEC partners. And the linguistic vehicle of an emerging global mass-culture is simply taken for granted in the land of its birth.

So my first reason for taking a larger view of history is so that we can improve our teaching of British history.

An Obeah man in Jamaica sketched in the late nineteenth century, one of the illustrations in "The West Indian Heritage: a history of the West Indies" by Jack Watson (Murray, £2.50, 07195 3541), intended primarily for West Indie readers who wish to know something of their heritage.

My second is that, if history is to develop in our pupils a sense of perspective and the ability to discern a landscape of human development through a forest of facts, we need to stimulate in our pupils a willingness to understand and analyse very different cultures so that they might better come to comprehend their own.

I am not trying to pretend that this is not rather old hat. Indeed, I shall unblushingly quote an old hatter in support of my view:

"Whatever the topics selected for inclusion in the Senior school course, it is desirable that the teacher should so present them that his pupils can see them against a background of world history. Thus, the story of our kith and kin beyond the seas, of their settlements and struggles, of the great deeds they have accomplished, of the development of the lands in which they settled, or which they have administered, should be presented as an important and integral part of the story of the British peoples as a whole But even British history only becomes intelligible when the pupil realises its place in the story of the world. What is dealing, therefore, with the history of the British Dominions and Colonies, the teacher will have abundant opportunity to bring home to this class the fact that they cannot learn British history without learning it as part of a larger whole, and that then sympathy and respect are due to other nations and races, with whom whether as allies or rivals, fellow-colonists, rulers or traders, Englishmen have had, and still have, so many dealings. A respect for other civilisations than that of Western Europe will best grow out of a knowledge, however small, of their history. Even to hear once that the Chinese were a cultured people when our ancestors were savages may exercise a lasting effect on the outlook of a child." [Board of Education Handbook of Suggestions for Teachers 1944 reprint of 1937 edition pp. 415-6.]

I wouldn't let Sino-British relations rest on the last assertion but equally I wouldn't discount it altogether. In education you can't guarantee anything—not even failure.

While world history is not British, or even European history with exotic knobs on, it does not mean jettisoning British history or even moving it from the centre of the stage.

Teachers should be content to move towards world history by stages, moving "outwards" with growing confidence, year by year, from the base-area of knowledge into newly acquired realms of expertise.

The enlargement of one's historical perspective requires a great deal of work. Let no one doubt that. One must take encouragement from the fact that, intellectually speaking, one is "fighting the flab" and, like jogging or dieting, it's often easier to do in company. A history department committed, as a department of broadening its syllabuses can do far more effectively than can individual members working alone.

World history and national history do not, in other words, confront us with a stark choice of diverging paths but rather with the problem of building bridges between them.

One of the big problems in history is that there's so much of it. And this is still true even when we accept Sellars and Yeatman's dictum that "history is not what happened, it's what you can remember". Enlarging our horizons from national to world history obviously makes matters worse in terms of sheer volume. Now one might argue (though I haven't seen it argued in print) that there's no reason why the school curriculum should contain at least *one* subject which does rely heavily on memory and which does assume that the learner can mop up facts like a sponge. A good memory is a useful instrument. Why not recognise and reward it ? Nevertheless prevailing educational sentiment would be hostile to this view. And, more important, teaching, or rather attempting to teach, by "cramming the ground" would so immerse us in the task of absorbing information that it would divert us from the more important tasks of confronting questions of where the information comes from and what can we do with it ?

I am therefore strongly inclined to Lord Acton's view that "material history" should not be a burden on the memory but an illumination of the soul". We cannot, in practical terms, teach history from Adam to Atom, from Plato to Nato. We must select. But how ? On what grounds ? Answering these questions will be time-consuming for any teacher. But the attempt, if accompanied by self-reflection, will reveal his or her most basic assumptions about the nature of history and the objectives of history teaching. It ought not to be thought unreasonable to require of a teacher of *any* discipline that he should be able to justify what he does in some other terms than simply affirming that it has always been done. We must be able to say why we do teaching X and not Y. Or, to put it another way, we ought to be able to explain, fully and openly to others, what our teaching supposes in the questions that our pupils are asking. Or, if that sounds too idealistic, to the questions we think they *ought* to ask.

Richard Tames is Deputy Organiser of Extramural Studies at the School of Oriental and African Studies, University of London.

VARIETY ON OFFER

Tom Corfe on touring with the Historical Association

You seek, perhaps, a pleasant and relatively painless (though certainly not cheap) way of exploring the past? Then try an Historical Association tour, offered in half a dozen or more assorted shapes and sizes each spring and summer. Learn at your leisure; but be warned that at times both the learning and the leisure can be strenuous and demanding.

Perhaps the organization lacks something of the slick, ready-made, large-scale, impersonal expertise of the commercial operator. You might even describe it as, at times, a trifle amateurish; but only, hope, in the best sense. Certainly you are guaranteed expert guidance, for the HA can draw on the services of an assortment of willing experts. Each is freely, generously, enthusiastically, sometimes unquenchably dedicated to leading you up his favourite historical byway, showing off his most beloved antiquarian secrets, sharing with you his understanding of past and perspective.

Somewhere back in the later 1930s, the days of the late great Hamilton Thompson, the HA's first tentative touring efforts got under way. Time was when you might enjoy 11 days in Provence (staying at Arignon, Montpellier, Narbonne, Carcassonne, Toulouse and Paris) for £17 8s 6d or nine days spaced out between Cumberland and the West Highlands for £11 10s. Regrettably, we have not managed to keep to the old prices, but we can offer a tasker, wider choice now. You may still spend a luxurious fortnight overseas, or you can try instead something more earthy and economical nearer home.

Last summer, for example, you might have chosen a rather expensive few days exploring the splendid baroque churches and abbeys, the villages and houses around Salzburg and Vienna (you would have cruised the Danube next summer on the well-forested countryside of the Waldviertel and the Mühlviertel. Alternatively, you could have chosen the marginally less luxurious surroundings of a polytechnic hall of residence and from it set out to discover the unexpected fascinations and attractions beneath the grime of the West Riding's wool towns. Other opportunities that summer included walking the hills and byways of Bath and in Shropshire, or more extensive and strenuous explorations of the past in Somerset, the Cotswolds, Cumbria and Epping Forest.

In more than 40 years of touring there has been a strong element of continuity in planning and leadership. Two names have dominated, those of Dr Fred Brooks, who for long lectured in Medieval History at Hull, and Mr John Selmon, who taught at Wellington. Nowadays Dr Brooks still bombards the committee from time to time with wise and welcome advice, while Mr Selmon remains by far its most active leader. Indeed he has a devoted following who would sign up without a moment's hesitation for any tour he cared to offer, whether to Outer Mongolia or inner Birmingham. They can count on a holiday that combines thorough preparation, the utmost in comfort and care, and guidance based on meticulous research and the soundest historical scholarship.

Other styles suit other tastes and pockets. You may plod on your own two fees around battlefield or along canal towpaths; you may cram into coach or minibus to examine our less frequented stately homes or the more dubious attractions of the rusting rubbish dumps so beloved by the industrial archaeologist; you may opt for the soberly splendid museums of the U.S.S.R., the art galleries of Italy or the exciting cities of China. You may stay in luxury hotels or country inns, in student hostels (sometimes more comfortable, and not always much less expensive) or in private homes.

Whatever variety is on offer it remains true that the most common and characteristic tour member is a sturdy lady of mature years and enquiring mind. She has the leisure of retirement and the sense to know how best to enjoy it, together with nicely sufficient means. She will be joined by a varied group, youngish and oldish, scholar and amateur, frail and vigorous, sharing only a common compelling interest in the past and a desire to extend their knowledge of it in the pleasantest possible manner.

Yet among these are relatively few active teachers, rarely more than a third of any one tour. It is teachers, surely, who might expect to benefit most from such activities, they who are best placed to transmit the benefit to others. They can indeed be seen on almost any tour. They click away happily as they build up their slide collections for future lessons. They pillage the bookstalls and pounce at stands in search of resource material. Yet I doubt whether more than a minute fraction of those who teach history in our secondary schools have actually taken part in an HA tour, and I wonder why they have not.

You might expect the opportunity to broaden perspectives, to clarify and develop the image of the past in a way that can be so readily passed on to children, would be seized with relish. You might expect any go-ahead and enlightened local authority to offer encouragement and support, preferably financial, for teachers seeking to enhance techniques and understanding in this way. None, so far as I am aware, does so.

Meanwhile, the association constantly seeks new leaders, new approaches, different kinds of way appealing to different kinds of tour-goers. More tours with interests in the offing: Jacobite rebellions, Norman castles, church furniture, Compostella pilgrimage. Easter there was an exploration of Renaissance Italy, specifically intended for younger members of the parties to accept fairly strenuous semi-dormitory accommodation in Italian wayside inns and subsequently debated with the rapturous thank you's from a host of sixth-formers.

This was an experiment I should like to repeat and extend. Parties where schoolchildren mingle with older students and accepting adults should be exploring not only Florence and Rome but Japan and China, Hadrian's Wall, southern Ireland, and the high spots of Industrial Revolution or Norman Conquest. But here we meet one of the greatest of these ifs and buts. The taxman treats historical tours for children just as he treats any other HA tour, that is to say with no hint of mercy for educational content. True, he has a soft spot for overseas tours, but in any case they are likely to be prohibitively, to be confined to the rich from the more prosperous family.

VAT is one of the factors that helps make inexpensive historical tours for schoolchildren difficult. So, though we may continue to offer them, we are driven back to the need for preparing teachers to run their own tours, for school visit and for field-work. I have not yet caught the eagle eye of the taxman. It is towards the elusive teachers that the HA must direct much of its effort in future, but in doing so it must not neglect its longstanding service to those whose motives have little professional admixture. Those who seek history for its own sake, history for the sake of unalloyed enjoyment

THE ARAB WORLD TODAY
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Runner up in the TES Information Book Award 1979
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Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 35
Deputy Headships Senior Masters/Mistresses 35
Other Appointments 35

Primary Education
Headships 35
Deputy Headships Senior Masters/Mistresses 35
Scale 2 Posts 36
Scale 1 Posts 37

Middle School Education
Headships 38
Deputy Headships Senior Masters/Mistresses 38
Remedial Posts 38
English 38
Mathematics 38
Modern Languages 38
Music 38
Science 38
Other than by Subjects 38

Secondary Education
Headships 38
Deputy Headships Senior Masters/Mistresses 39
Remedial Posts 39
Art and Design 40
Careers 40
Classics 40
Commercial Subjects 40
Domestic Subjects 42
Economics 42
English 42
Geography 44
History 44
Humanities 44
Mathematics 44
Modern Languages 46
Music 47
Pastoral 47
Physical Education 47
Religious Education 48
Rural Studies 48
Science 48
Social Studies 50
Speech and Drama 50
Technical Studies 50
Other than by Subjects 51

Sixth Form and Tertiary Colleges
Deputy Headships Senior Masters/Mistresses 51
Heads of Department 51
Scale 2 Posts 51
Scale 1 Posts 51

Special Education
Headships 51
Deputy Headships Senior Masters/Mistresses 52
Scale 2 Posts 52
Scale 1 Posts 52

Independent Schools
Headships 53
Art and Design 54
Careers 54
Classics 54
Economics 54
English 54
Geography 54
History 54
Mathematics 54
Modern Languages 54
Music 54
Pastoral 54
Physical Education 54
Religious Education 54
Science 54

Speech and Drama 55
Other than by Subjects 55

Preparatory Schools
Headships 55
Art and Design 55
Modern Languages 55
Music 55
Physical Education 55
Other than by Subjects 55

Appointments in Scotland 55, 56

Colleges of Further Education
Directors and Principals 56
Other Appointments 56

Colleges and Departments of Art
Directors and Principals 58
Heads of Department 58

Universities 58
Fellowships, Studentships and Research Awards 58

Colleges of Higher Education
Heads o fDepartment 58
Other Appointments 59

Adult Education 59

Service Colleges 59

Community Homes and Associated Institutions 60

Assessment Centres 60

Youth and Community Service 60

Overseas Appointments 61

Administration
Local Education Authority 61
General 61

Child Care 62

Educational Psychologists 63

Examiners 62

Miscellaneous 62

Outdoor Education 62

English as a Foreign Language 62

Appointments wanted 62

Other classifications

Educational Courses 62
Awards and Scholarships 63
Contracts and Tenders 63
Personal Announcements 63
Exhibitions 63
Entertainment 63
For Sale and Wanted and Postal Shopping 63
Holidays and Accommodation 63
Home Exchange Holidays 63
Properties for Sale and Wanted 63

Nursery Education

Headships

SHEFFIELD (City of)
EDUCATION DEPARTMENT
CARWOOD N.T. SCHOOL
Required for 1st September, 1980 a HEAD TEACHER for this Group 4 School.
Application forms are obtainable from the Chief Education Officer, Town Hall, Sheffield 1, to be returned at the earliest possible date. Quote reference 81/1.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
AGNES HILL NURSERY UNIT
SCHOOL
Mather Road, Sheffield 9e 3GB
required for April, 1980, a NURSERY TEACHER to work in a workplace unit. A Scale 2 post could be made available for an appropriately qualified and experienced applicant. Scale 3.
Application forms are obtainable from the Chief Education Officer, to whom they should be returned at the earliest possible date, Box 67, Leopold Street, Sheffield S1 3JD, which is the address of the appropriate unit. Quote reference 81/2.

SHEFFIELD (City of)
EDUCATION DEPARTMENT
CROOKHILL N.T. SCHOOL
Required for September, 1980 a HEAD TEACHER for this Group 3 School.
Application forms are obtainable from the Chief Education Officer, Town Hall, Sheffield 1, to be returned at the earliest possible date. Quote reference 81/3.

Deputy Headships Senior Masters/ Mistresses

NEWHAM
(London Borough of)
QUEEN THOMAS NURSERY SCHOOL
Walters Avenue, London E9
Roll 100 + 40 part-time
Head Teacher : Mrs. V. G. Sutton (Acting)
required for January, 1980, or as soon as possible thereafter, a DEPUTY HEAD TEACHER, Grade 2.
Applications are invited from trained nursery teachers with nursery teaching experience.
London Weighting £473.
Details may be obtained from the Head Teacher.
Application forms are available from the undersigned, to whom they should be returned by 21st December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BB.

Other Appointments

BEXTON BOROUGH
SOWLEY HILL FIRST SCHOOL
Sowley Road
Primary Teacher required January, 1980, for one term only (Maternity).
Application forms from Divisional Education Officer, 97a, Elstree Way, Boreham Wood.

Priority Schools allowance. Reimbursement of removal expenses in approved cases.
Application forms and further details available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 13th December, 1979.

BERKSHIRE
WHITLEY PARK JUNIOR SCHOOL
Basingstoke Road, Reading RG2 0BA
Number on roll 240
required April, 1980, HEAD TEACHER Group 3.
Further details and application forms from the Director of Education (Staffing Section), Kennet House, 36-38 Duke Street, Reading (tel. 584-8 ext. 245). Closing date 17th December, 1979.

CAMBRIDGESHIRE
HUNTINGDON AREA
WOODHURST COUNTY PRIMARY SCHOOL
Royston Road, Spaldwick, Cambs.
Applications are invited for the headship of this Group 2 school from January, 1980, on roll 90.
Application forms and further details available from the Senior Area Education Officer, Carolyn House, Dogsthorpe, Cambs, returnable by 12 December.

CAMBRIDGESHIRE
CAMBRIDGE AREA
Applications are invited for the following headships vacant or becoming vacant in January, 1980 following the retirement of the present holders:
WILBURTON C.P. SCHOOL, Ely. Group 1. 45 on roll.
BLAYDON COMMUNITY SCHOOL, Group 2. 320 on roll.
Application forms and details available from Senior Area Education Officer, Shire Hall, Cambridge (tel. 0223 (0) 58421, ext. 245), returnable by 19th December, 1979.

CLWYD
COUNTY COUNCIL
LLANFAIR T.H. C.P. SCHOOL
(80 pupils)
HEAD TEACHER—Group 2
with essential
Application forms (in Welsh or English) may be obtained from the undersigned, to whom they should be returned by December 17th.
John Howard Davies, Director of Education, Shire Hall, Mold.

EXETER
HEAD (4-8 YEARS)
PERRY SCHOOL
Hill Lane, Exeter
(tel. 216)
HEAD TEACHER (Group 5)
Required April, 1980, for this Group 3 School and attached to place Nursery Unit. Previous application will be reconsidered.
Application forms should be obtained from and returned to the Area Education Officer, Alphington Road, Exeter (tel. 77077). Closing date: 12 December, 1979.

GLOUCESTER
ORTON ST LEONARDS C. of E. CONTROLLED PRIMARY SCHOOL
Churchill Road,
Tuffley, Gloucester
Group 4
Roll 200
HEAD TEACHER
from 22nd April 1980
Duties and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose self addressed envelope.

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Required April to take charge of the Junior School.
Please see main advertisement under Independent Schools Headships.

ISLE OF WIGHT
COUNTY COUNCIL
Applications invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher of the following Group 5 Primary Schools:
(1) EAST COWES COUNTY PRIMARY SCHOOL
Irvine Road, East Cowes
Roll on 1st May 315
Situated on the Eastern outskirts of the known trading centre.)
(2) GATTEN LAKE COUNTY PRIMARY SCHOOL
Howard Road, Shanklin
Roll on 1st May 315
Situated between the popular holiday resorts of Sandown and Shanklin.
(3) WAYLANDS COUNTY PRIMARY SCHOOL
Waverley Lane, Ryde
Roll on 1st May 315
Situated on the outskirts of Ryde.)
Application forms from County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD to whom they should be returned by 14 December 1979.

KENT
ST. LUKE'S C.E. INFANTS SCHOOL (CONTROLLED)
Riverdale Road, Tunbridge Wells
Group 2. Roll 78.
Appointment from Easter, 1980.
Application forms (S.A.E. please) from the Head Teacher, Mrs. Constance Jones, Riverdale Road, Tunbridge Wells, Kent TN1 1SL. Completed forms should be returned by 21st December, 1979.

KIRKLEES
Metropolitan Council
DYNEELEY JUNIOR AND INFANTS' SCHOOL
Moor End, Scar End Lane, Dewsbury Moor, Dewsbury
Applications are invited from suitably experienced teachers for the headship of this Group 4 infants' school which caters for the age range 4 to 8 years. The appointment will date from Easter, 1980.
Application forms and further particulars (enclose SAE please) from the Director of Educational Services, Mr. R. Colquhoun, Registry, Crossley Street, Dewsbury WF13 1AN. Completed forms must be returned within 14 days of this notice.

NEWHAM
(London Borough of)
CYPRUS INFANT AND INFANT SCHOOL
Cyprus Avenue
London E12 5QN
Roll 431
Required for November, 1980 : HEAD TEACHER, Group 5.
Salary under Inner London Social Priority Allowance £3201 to £3576.
Further details and application forms may be obtained from the undersigned to whom they should be returned by 21st December.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BB.

WARWICKSHIRE
APPOINTMENT OF HEAD
BYTON-ON-DUNSMORE C.E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Off Rosary Avenue,
Byton-on-Dunsmore,
Coventry CV8 3PY
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school for 4-11 year olds (Roll 240) with effect from April, 1980.
Application form and further details may be obtained from the County Education Officer, Old Northgate Street, Warwick (tel. 0926 41431 ext. 298) and completed forms should be returned by 14th December, 1979.

WILTSHIRE
SEVEN FIELDS PRIMARY SCHOOL
Swindon
Group 4. Estimated number on Roll January, 1981—321
Applications invited from suitably experienced TEACHING for the HEADSHIP of this new 5-11 primary school to be formed from the amalgamation of Haydon Wick Infants and Junior schools in September, 1980. The school will be housed in modern buildings in the northern part of Swindon.
Further details and application forms may be obtained from the Education Officer, Area Education Office, Bath Road, Swindon, to whom completed forms should be returned by 20th December, 1979.

WILTSHIRE
HEADSHIP (Primary)
CHRISTIAN MALFORD C.E. CONTROLLED SCHOOL
Church Road, Christian Malford, Chippenham, Wilts. SN15 4BW.
No. on roll 75
Group 2.
HEAD TEACHER required from April, 1980.
Further details and application forms from Mr. J. Gibbons (Director of Education), County Hall, Trowbridge, Wilts. Closing date 14th December, 1979.

WILTSHIRE
DEPUTY HEAD TEACHER—Group 3.
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher of the new 5-11 primary school to be formed from the amalgamation of Haydon Wick Infants and Junior schools in September, 1980. The school will be housed in modern buildings in the northern part of Swindon.
In approved cases assistance may be given by way of temporary loans towards the payment of removal expenses and separation allowances.
Further details and application forms may be obtained from the Education Officer, Area Education Office, Bath Road, Swindon, to whom completed forms should be returned by 20th December, 1979.

BARNET
(London Borough of)
Opening for Sept. 1980
ALMONDBURY INFANT SCHOOL
Bishops Lane, Church End, Finchley N3 2RB
Roll 193
DEPUTY HEAD TEACHER—Group 3.
Applications are invited from suitably qualified and experienced teachers for the above post.
In approved cases assistance may be given by way of temporary loans towards the payment of removal expenses and separation allowances.
Application forms (S.A.E. please) from and returnable to the Director of Education, Barnet House, 1 Friern Barnet Lane, N11 3DL, as soon as possible.

BARNET
(London Borough of)
Opening for Sept. 1980
ALMONDBURY INFANT SCHOOL
Bishops Lane, Church End, Finchley N3 2RB
Roll 193
DEPUTY HEAD TEACHER—Group 3.
Applications are invited from suitably qualified and experienced teachers for the above post.
In approved cases assistance may be given by way of temporary loans towards the payment of removal expenses and separation allowances.
Application forms (S.A.E. please) from and returnable to the Director of Education, Barnet House, 1 Friern Barnet Lane, N11 3DL, as soon as possible.

Deputy Headships Senior Masters/ Mistresses

BARNET
(London Borough)
Opening for Sept. 1980
HENDON WAY PRIMARY SCHOOL
Brunswick Park Drive, Whetstone N20 0AU
Roll 201
DEPUTY HEAD TEACHER
Group 4
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER of this Group 4 primary school (Roll 201) with effect from April, 1980.
Application forms and further details may be obtained from the County Education Officer, Old Northgate Street, Warwick (tel. 0926 41431 ext. 298) and completed forms should be returned by 14th December, 1979.

Applications are invited for the
Headship
of BEACONTREE HEATH INFANTS SCHOOL
Group 5—230 Pupils
Due to the forthcoming retirement of the present holder of the post, the Headship becomes vacant on 21st April, 1980. Applications are therefore invited from experienced teachers with energy and initiative, for whom such a post will offer great scope.
Salary range £7,032-£7,776 p.a. plus £474 p.a. London Weighting. Reimbursement of removal expenses in approved cases.
Application forms and further details available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex, to whom completed forms are returnable by 13th December, 1979.
Barking
LONDON BOROUGH

Primary Education

Headships

BARKING
(London Borough of)
PARSLOES PRIMARY SCHOOL
(Roll 300)
Sterling Road, Dagenham, Essex
required for January 1980 or as soon as possible thereafter
DEPUTY HEAD TEACHER, Applications are invited for this post from lively, enthusiastic teachers, with a flair for working with primary range. The successful candidate will be expected to be responsible for the management and development of the curriculum throughout the school.
Salary range Group 2 £6,276 p.a. to £7,032 p.a. plus £474 p.a. London Addition plus Social

CLWYD
COUNTY COUNCIL
LLANFAIR T.H. C.P. SCHOOL
(80 pupils)
HEAD TEACHER—Group 2
with essential
Application forms (in Welsh or English) may be obtained from the undersigned, to whom they should be returned by December 17th.
John Howard Davies, Director of Education, Shire Hall, Mold.

EXETER
HEAD (4-8 YEARS)
PERRY SCHOOL
Hill Lane, Exeter
(tel. 216)
HEAD TEACHER (Group 5)
Required April, 1980, for this Group 3 School and attached to place Nursery Unit. Previous application will be reconsidered.
Application forms should be obtained from and returned to the Area Education Officer, Alphington Road, Exeter (tel. 77077). Closing date: 12 December, 1979.

GLOUCESTER
ORTON ST LEONARDS C. of E. CONTROLLED PRIMARY SCHOOL
Churchill Road,
Tuffley, Gloucester
Group 4
Roll 200
HEAD TEACHER
from 22nd April 1980
Duties and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose self addressed envelope.

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Required April to take charge of the Junior School.
Please see main advertisement under Independent Schools Headships.

ISLE OF WIGHT
COUNTY COUNCIL
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Irvine Road, East Cowes
Roll on 1st May 315
Situated on the Eastern outskirts of the known trading centre.)
(2) GATTEN LAKE COUNTY PRIMARY SCHOOL
Howard Road, Shanklin
Roll on 1st May 315
Situated between the popular holiday resorts of Sandown and Shanklin.
(3) WAYLANDS COUNTY PRIMARY SCHOOL
Waverley Lane, Ryde
Roll on 1st May 315
Situated on the outskirts of Ryde.)
Application forms from County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD to whom they should be returned by 14 December 1979.

KENT
ST. LUKE'S C.E. INFANTS SCHOOL (CONTROLLED)
Riverdale Road, Tunbridge Wells
Group 2. Roll 78.
Appointment from Easter, 1980.
Application forms (S.A.E. please) from the Head Teacher, Mrs. Constance Jones, Riverdale Road, Tunbridge Wells, Kent TN1 1SL. Completed forms should be returned by 21st December, 1979.

KIRKLEES
Metropolitan Council
DYNEELEY JUNIOR AND INFANTS' SCHOOL
Moor End, Scar End Lane, Dewsbury Moor, Dewsbury
Applications are invited from suitably experienced teachers for the headship of this Group 4 infants' school which caters for the age range 4 to 8 years. The appointment will date from Easter, 1980.
Application forms and further particulars (enclose SAE please) from the Director of Educational Services, Mr. R. Colquhoun, Registry, Crossley Street, Dewsbury WF13 1AN. Completed forms must be returned within 14 days of this notice.

NEWHAM
(London Borough of)
CYPRUS INFANT AND INFANT SCHOOL
Cyprus Avenue
London E12 5QN
Roll 431
Required for November, 1980 : HEAD TEACHER, Group 5.
Salary under Inner London Social Priority Allowance £3201 to £3576.
Further details and application forms may be obtained from the undersigned to whom they should be returned by 21st December.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BB.

WARWICKSHIRE
APPOINTMENT OF HEAD
BYTON-ON-DUNSMORE C.E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Off Rosary Avenue,
Byton-on-Dunsmore,
Coventry CV8 3PY
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school for 4-11 year olds (Roll 240) with effect from April, 1980.
Application form and further details may be obtained from the County Education Officer, Old Northgate Street, Warwick (tel. 0926 41431 ext. 298) and completed forms should be returned by 14th December, 1979.

WILTSHIRE
SEVEN FIELDS PRIMARY SCHOOL
Swindon
Group 4. Estimated number on Roll January, 1981—321
Applications invited from suitably experienced TEACHING for the HEADSHIP of this new 5-11 primary school to be formed from the amalgamation of Haydon Wick Infants and Junior schools in September, 1980. The school will be housed in modern buildings in the northern part of Swindon.
Further details and application forms may be obtained from the Education Officer, Area Education Office, Bath Road, Swindon, to whom completed forms should be returned by 20th December, 1979.

WILTSHIRE
DEPUTY HEAD TEACHER—Group 3.
Applications are invited from suitably qualified and experienced teachers for the above post.
In approved cases assistance may be given by way of temporary loans towards the payment of removal expenses and separation allowances.
Application forms (S.A.E. please) from and returnable to the Director of Educational Services, Trowbridge, Wilts. (tel. 61 Trowbridge) 3201, as soon as possible.

BARNET
(London Borough of)
Opening for Sept. 1980
ALMONDBURY INFANT SCHOOL
Bishops Lane, Church End, Finchley N3 2RB
Roll 193
DEPUTY HEAD TEACHER—Group 3.
Applications are invited from suitably qualified and experienced teachers for the above post.
In approved cases assistance may be given by way of temporary loans towards the payment of removal expenses and separation allowances.
Application forms (S.A.E. please) from and returnable to the Director of Education, Barnet House, 1 Friern Barnet Lane, N11 3DL, as soon as possible.

BARNET
(London Borough of)
Opening for Sept. 1980
HENDON WAY PRIMARY SCHOOL
Brunswick Park Drive, Whetstone N20 0AU
Roll 201
DEPUTY HEAD TEACHER
Group 4
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER of this Group 4 primary school (Roll 201) with effect from April, 1980.
Application form and further details may be obtained from the County Education Officer, Old Northgate Street, Warwick (tel. 0926 41431 ext. 298) and completed forms should be returned by 14th December, 1979.

Classified Advertisements

The charge for advertising in all classifications is 90p per line (minimum 3 lines).
Display in classified advertisements £5.00 per single column cm (minimum space 5.5 cm double column at £95.00).
A charge of £1 is made for Box Number facilities.
Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.
Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.
Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8BZ,
by Monday for the following Friday's issue.

HEADSHIPS
Southend Area
Heycroft, County Primary School, Benvenue Avenue, Leigh on Sea (Roll 385) Group 6 for April 1980.
Basildon & Brentwood Area
Hutton Village County Primary School, Hutton Village, Brentwood (Roll 118) Group 3 for April 1980 or as soon as possible.
Castle Point & Rochford Area—Readvertisement
Canewdon Endowed Primary School (Voluntary Controlled), Lambourne Hall Road, Canewdon, Rochford, Essex (Roll 157) Group 4 for April 1980.
Closing date 14th December, 1979.
Application forms and details obtainable from (foolscap s.e.e. required) County Education Officer CM1 1LD P.O. Box 47 Threadneedle House, Market Road, Chelmsford
ESSEX County Council

PRIMARY
Deputy Headships
continued

CLWYD
COUNTY COUNCIL
PENSAERNIROS C.P. (ages 4-11)
Talwyn Bay
(1,790 pupils)
DEPUTY HEAD TEACHER (Group 4)
Application forms (in Welsh or English) may be obtained from the undersigned, to whom they should be returned by December 17th.
John Howard Davies, Director of Education, Shire Hall, Mold.

HAMPSHIRE
FLING COUNTY FIRST SCHOOL
School Road, Totton,
Nr. Southampton
Number on Roll 110 (approx.)
DEPUTY HEAD TEACHER, Group 3 School. Required April, 1980.
Application and curriculum vitae with S.A.E. to Head Teacher.

HAMPSHIRE
BRIDGERS SPRING COUNTY INFANTS' SCHOOL
Beaumont Road, Andover SP11 6JR.
Number on Roll 190.
Required 14th April, 1980.
DEPUTY HEADTEACHER (Group 3) required to act as CO-ORDINATOR for ENGLISH.
Written applications to Head Teacher.

HAMPSHIRE
SOUTH EAST HANTS AREA
ST. ALBANS C.E. (AIDED) JUNIOR AND MIDDLE SCHOOL
St. Albans Road, West Leigh, Havant PO9 5JJ.
Required January Term, 1980.
DEPUTY HEAD TEACHER, Group 3.
Closing date: 7th January, 1980.
Communication preferred.
Details and application form from Head Teacher. Telephone 64414.

HAMPSHIRE
WILDMOOR COUNTY INFANT SCHOOL
Crete Road, Dibden Purlieu, Hythe, Southampton
Number on roll: 220.
SCALE 2 TEACHER required April, 1980, (Group 1 school).
Application and Curriculum Vitae with S.A.E. to Head Teacher.

HAMPSHIRE
ALDERSHOT FIRST SCHOOL
Lepe, Self
Lord's Hill Precinct East,
Southampton SO1 6EF.
Required for April, 1980.
DEPUTY HEADTEACHER (Group 3).
S.A.E. to Head for details by 7th December.

HARROW
EDUCATION COMMITTEE
CANONS HILL FIRST SCHOOL
Uxbridge Avenue, North Harrow
HA2 7NJ
01-866 7693
(Five to eight years old) plus a nursery class.
DEPUTY HEADTEACHER (Group 3) required for April, 1980.
A teacher with experience throughout the age range is sought, and one who has an interest in all aspects of Curriculum Development.
Application forms from and to be returned to Head Teacher by December 14th.
Please enclose S.A.E.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER—ELAINE CE JUNIOR SCHOOL
Elaine Avenue Strood.
(Number on Roll 315)
DEPUTY HEAD required from April 1980 for this large school (440 pupils) in pleasant surroundings.
Please apply by letter to the Headmaster stating interests and experience, and giving the names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
HILLTOP C.P. SCHOOL
Hilltop Road, Rainshaw
Rochester
SCALE 2 TEACHER required from April (or January if possible) to take responsibility for SCIENCE and MATHEMATICS.
Please apply to Headmaster by letter stating interests and experience and giving names and addresses of two referees.

LIVERPOOL
DEPUTY HEAD TEACHER
Group 5
ALDERWOOD C.P. INFANT SCHOOL (6.5)
Alderwood Avenue, Liverpool L25 2UE
Required for January, 1980.
Please quote ref. 7231/1.
Closing date 10th December, 1979.
DEPUTY HEADTEACHER
Group 4.
BIRCHFIELD C.P. J.M. SCHOOL
Birchfield Road, Liverpool L7 3EY
Required for January, 1980.
Please quote ref. 7230/1.
Closing date 10th December, 1979.
DEPUTY HEADTEACHER
Group 3.
BROOKEN AVENUE C.P. SCHOOL
Booker Avenue, Liverpool L18 9RB
Required for January, 1980
Please quote ref. 7399/1.
Closing date 10th December, 1979.
Application forms and further particulars available T.S.A.E. from and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably-qualified teachers for the following post:—
KING EDWARD FIRST SCHOOL
Ollerton, Mansfield
Notts NG22 9HE
Headteacher: Mrs E. A. Johnson
Roll: 178
1st January, DEPUTY HEAD-TEACHER (Group 4) with good experience of the five to nine years age range. Responsibility to include a specific curriculum development and First/Middle School liaison.
Application forms (S.A.E.) from the Area Education Officer, St John Street, Mansfield, Notts.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

CITY OF SALFORD
EDUCATION DEPARTMENT
MARLBOROUGH ROAD JUNIOR SCHOOL
Marlborough Road, Salford
(Community Wing Proposed)
Required from January, 1980, or as soon as possible thereafter:
DEPUTY HEAD TEACHER (Group 6 plus S.P.A.)
Please send S.A.E. for application form and further particulars to the Chief Education Officer, Chapel Street, Salford M3 5LT, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

CITY OF SALFORD
EDUCATION DEPARTMENT
MARLBOROUGH ROAD JUNIOR SCHOOL
Marlborough Road, Salford
(Community Wing Proposed)
Required from 1 January, 1980, or as soon as possible thereafter:
DEPUTY HEAD TEACHER (Group 4 plus S.P.A.)
Please send S.A.E. for application form and further particulars to the Chief Education Officer, Chapel Street, Salford M3 5LT, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

SURREY
Committed Christian (DEPUTY HEAD required for September 1980, to teach 1/2 year vertically grouped class, music, drama.
Please apply: Head Teacher, Holgate Parish First School, Pendarves Road, Reigate, Surrey. Tel.: Reigate 44878.

WILTSHIRE
CHURCH OF ENGLAND PRIMARY SCHOOL
Headmaster: M. Stephens
King William Street, Swindon, Wilts
(NOR 150, ages five to 11)
DEPUTY HEAD for this Group 3 voluntary aided primary school.
Further details and application forms from the Headmaster at the school. SAE please.
Closing date for applications: Monday, December 17th, 1979.

WILTSHIRE
DEPUTY HEADSHIP
DURRINGTON ALL SAINTS C.E. CONTROLLED PRIMARY SCHOOL
Bristol Road, Durrington
Salisbury, Wilts
Group 3
Number on roll 111
DEPUTY HEAD required from January, 1980.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Headmaster, Mr. [illegible] by Thursday, 20th December, 1979.

Other Posts on Scale 2 and above

BRENT
London Borough of
BYRON COURT JUNIOR MIXED & INFANTS SCHOOL
Spencer Road, Wembley HA0 3SP
Hall 5161
Required from January:
CLASS TEACHER (Scale 1) for Third Year Juniors. Should be an adaptable and co-operative person and an ability to assist with games would be an advantage.
London Allowance of £471 per annum is payable and there is a scheme for payment of removal expenses including legal fees etc., transfers and lodging allowances. Candidates should apply by letter to the Head of the School giving full details of their present qualifications, experience and recreational interests, enclosing S.A.E. for reply.

BRENT
London Borough of
KEBLE MEMORIAL C. OF E (AIDED) INFANT SCHOOL
Crownhill Road, NW10 4DB.
Roll 195, Social Priority School.
Headmistress: Miss H. J. Stevens.
Required from January:
TEACHER to take charge of a 4th year intake of children on this Social Priority School. Scale 1. Temporary appointment for 2 terms. The school has many interesting activities including its own swimming pool. Convenient for Harrow on the Hill and Wembley Central.
Application forms (S.A.E.) from Director of Education, Town Hall, Chesterfield House, Park Lane, Wembley, Middx HA9 7RW returned to the Headmaster at the school by 10 December.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
WATLING WAY RECREATION CENTRE
Long Bradford.
Required for January, 1980, a temporary full-time TEACHER of SWIMMING. Candidates should hold the R.L.S.S. Teachers Certificate and preferably the Bronze Medallion of the R.L.S.S. and/or the R.L.S.P.C. The successful candidate will be expected to teach swimming to primary school age pupils. Scale 1.
Application forms obtainable from the Education Officer, Wolverton Hill, Milton Keynes MK12 5NY, to be returned by stamped addressed foolscap envelope.

2 WELLSMEAD COUNTY FIRST SCHOOL
Bletchley
Required from February, 1980, a TEACHER to join the staff of this modern school with 240 places for pupils aged from 5 to 9 years. The successful candidate will be responsible for a class of 8 year-olds and should have a keen interest and ability in music. A commitment to fostering parent/school links is essential. This is a Scale 1 post and cover for a teacher taking maternity leave. Scale 2 or 3 post available. Application forms obtainable from the Area Education Officer, Wellingborough Road, Wollaston, Wellingborough, Northants NN8 4BX, returnable within 14 days of the appearance of this advertisement.
Candidates should apply by letter stating full details of age, experience, qualifications, present salary and enclosing the names and addresses of two referees.

NEWHAM
London Borough of
PARK JUNIOR SCHOOL
Tollington Park, London N4 3RA
Telephone: 01-800 1161
Head Teacher: Mr. P. Lewis
Required for January, 1980, or as soon as possible thereafter:
TEACHER with responsibility for MATHEMATICS. Scale 2.
London Allowance £471.
Further details may be obtained from the Head Teacher.
Application forms are available from the undersigned, to whom they should be returned by 14th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
London Borough of
FRANK BARNARD INFANT SCHOOL
Barnard Road, London E16 2QS
Tel: 01-472 0532
Head Teacher: Mrs. M. Mclean
(Roll: 254)
Required for January, 1980, or as soon as possible thereafter.
TEACHER to be responsible for MATHEMATICS throughout the school. Scale 2 post.
London Weighting £471 plus Social Priority Allowance £201 to £276.
Details may be obtained from the Head Teacher.
Application forms are available from the undersigned, to whom they should be returned by 14th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
London Borough of
HALSEVILLE JUNIOR SCHOOL
Halsevill Road, London E16 1LN
(Tel.: 01-511 2172)
Acting Head Teacher: Mr. D. Hall
(Roll: 328)
Required for January, 1980, or as soon as possible thereafter:
TEACHER for DANCE, PHYSICAL EDUCATION and GAMES. Scale 2.
London Weighting £471 plus Social Priority Allowance £201 to £276.
Applicants are welcome to visit the school.
Application forms may be obtained from the undersigned, to whom they should be returned by 14th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

ESSEX
HOWDRIDGE C. of E. JUNIOR SCHOOL
Church Close, Rowlledge Road, Witham
Telephone: Witham 512270.
TEACHER, Scale 2.
Dynamic and energetic classroom teacher to contribute PHYSICAL EDUCATION, B.A. and to assist in GAMES.
Curriculum vitae and names of referees to Head Teacher (foolscap S.A.E. please).

HAMPSHIRE
CROOKHAM COUNTY JUNIOR SCHOOL
Tweseldown Road, Church Crookham
(Number on Roll 334)
Required for Easter, 1980:
Scale 2 post, MATHEMATICS CONSULTANT.
Closing date one week after appearance of this advertisement.
Application or letter to Head giving full curriculum vitae, the names and addresses of two educational referees, and enclosing S.A.E.

HAMPSHIRE
STOKE PARK COUNTY JUNIOR SCHOOL
Stonegate, Basingstoke
Scale 2 post (HEAD of Lower or Upper School to assist in curriculum area throughout school).
Application or letter to Head giving full curriculum vitae, the names and addresses of two educational referees, and enclosing S.A.E.

HARINGEY
(Borough of)
Required for April, 1980, or earlier if possible:
NOEL PARK INFANTS' SCHOOL
Gladstone Avenue, N22 6LH
Suitably qualified and experienced infant TEACHER required to take responsibility for Science throughout the school. Scale 2 post available for suitably qualified applicant.
London Allowance payable £471.
Removal expenses may be paid in approved cases.
Application forms (S.A.E.) may be obtained from the Area Education Officer, Education Offices, Wood Green, N22 4LE, to be returned by 14th December, 1979.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DIVISION
WARTLING WOOD FIRST SCHOOL
Wartling Wood Drive, Hemel Hempstead
Required for January, 1980:
SCIENCE Scale 2 post to suitable applicant (a) to take responsibility for Science throughout the school, (b) to take joint responsibility for Mathematics, but still developing, (c) to contribute to newly-devised teaching techniques, (d) to provide opportunities for developing mathematical skills and (e) to share lore over leadership in the course.
Vacancy due to promotion. Response to this invitation will help us to decide whether to fill the post as described or to advertise it as a Scale 3 post.
Further details on request (Tel. Dev. 53011).

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DIVISION
BERKHAMPSTEAD SCHOOL
Kingshill Avenue, Hemel Hempstead
Numbers: 1,000 boys and girls
Required for January, 1980:
TEACHER OF MATHEMATICS to assist with boys' games.
Applications (2 copies) are invited for a suitably qualified teacher to assist in this developing department of the school. Scale 2 post available for the right person. Some experience of the 11-16 age range desirable, particularly in the lower forms.
Application forms and further particulars from the Headmaster, Mr. D. Bounelow.

BOUNDARY
(London Borough of)
EDUCATION COMMITTEE
Education Department
Hampton Road
Teddington, Middx TW11 0JL
Tel: 01-977 3252
Required for January, 1980:
SCIENCE TEACHER, Scale 2, to take responsibility for Science throughout the school.
Application forms and further particulars from the Headmaster, Mr. [illegible]

NEWHAM
(London Borough of)
PARK JUNIOR SCHOOL
Tollington Park, London N4 3RA
Telephone: 01-800 1161
Head Teacher: Mr. P. Lewis
Required for January, 1980, or as soon as possible thereafter:
TEACHER with responsibility for MATHEMATICS. Scale 2.
London Allowance £471.
Further details may be obtained from the Head Teacher.
Application forms are available from the undersigned, to whom they should be returned by 14th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
(London Borough of)
FRANK BARNARD INFANT SCHOOL
Barnard Road, London E16 2QS
Tel: 01-472 0532
Head Teacher: Mrs. M. Mclean
(Roll: 254)
Required for January, 1980, or as soon as possible thereafter.
TEACHER of ENGLISH throughout the school. Scale 2 post.
London Weighting £471 plus Social Priority Allowance £201 to £276.
Details may be obtained from the Head Teacher, Miss M. Mclean.
Application forms are available from the undersigned, to whom they should be returned by 14th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
(London Borough of)
TEACHER of ENGLISH at Gaulings of Green Primary School
Scale 2 post
Currently required for 1980 or as soon as possible.
Applicants should possess good honours degree and qualifications (or equivalent) and have experience in mainly junior classes (Juniors = between 7 and 11 years). Responsibility for Remedial Reading for Secondary Transfer. Drama experience interviewed.
London Weighting £471 plus Social Priority Allowance £201 to £276.
Application forms (obtained from by sae from whom they should be returned by 14th December, 1979.
Further particulars obtained by telephone 01-534 Ext. 2071. Ask for Miss Director of Education, Town Hall, London, E16 2EA.

NEWHAM
(London Borough of)
Required January, 1980 or as soon as possible thereafter:
TEACHER in charge of DRAMA, Scale 2.
Application forms obtainable from the undersigned. Applications should be returned by 14th December, 1979.
London Allowance £471 plus Social Priority Allowance £201 to £276.
Director of Education, Education Offices, Broadway, Stratford, London, E15.

County of Cleveland

PRIMARY SCHOOLS

SCALE 2 POST
NORTON GLEBE JUNIOR SCHOOL
Pulford Road, Norton, Stockton, Cleveland. TS20 1QT
Required for January, 1980, or as soon as possible thereafter a suitably qualified and experienced teacher with a special interest in developing music within the curriculum.

SCALE 2 POST
ST. BEDE'S R.C. PRIMARY SCHOOL
Redcar Road, Marske, Cleveland. TS11 6AE
Required for the Summer Term, 1980, or earlier if possible, a suitably qualified and experienced teacher to be responsible for the age development.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses given above. Applications by letter should include detailed information regarding qualifications, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 14th December, 1979.

VOLUNTARY PRIMARY SCHOOLS
SCALE 2 POSTS & ABOVE
St. Edmund's R.C. Primary School
Rosebery Street B18
S.P.S. allowance.
Required after Easter Teacher for Second-Year Junior Class with responsibility for P.E. & BOYS' GAMES.
Applications to Correspondent Manager c/o school.

VOLUNTARY PRIMARY SCHOOLS
SCALE 1 POSTS
Holy Trinity C.E.J.I. School
Havelock Road B20 3LP
Junior teacher required January. Ability to play the piano an advantage, but not essential. Temporary until 31.8.80.
Applications to Head Teacher at school.
There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

PRIMARY
Scale 2 Posts
continued

REDBRIDGE
(London Borough of)
BOROUGH HEADQUARTERS
Required for January, 1980, or as soon as possible thereafter:
TEACHER OF MATHEMATICS
London Weighting £471 plus Social Priority Allowance £201 to £276.
Further details may be obtained from the Head Teacher.
Application forms are available from the undersigned, to whom they should be returned by 14th December, 1979.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
(London Borough of)
SHERINGHAM JUNIOR SCHOOL
Sheringham Avenue
London, E12
Head Teacher: Mrs. P.S. Hall
(Roll: 295)
Required for January, 1980, or as soon as possible thereafter:
TEACHER responsible for MATHEMATICS throughout the school. Scale 2 post available for suitably qualified applicant.
Application forms may be obtained from the undersigned, to whom they should be returned by 21st December, 1979.
London Allowance £471.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BG.

NEWHAM
(London Borough of)
TEACHER of ENGLISH at Gaulings of Green Primary School
Scale 2 post
Currently required for 1980 or as soon as possible.
Applicants should possess good honours degree and qualifications (or equivalent) and have experience in mainly junior classes (Juniors = between 7 and 11 years). Responsibility for Remedial Reading for Secondary Transfer. Drama experience interviewed.
London Weighting £471 plus Social Priority Allowance £201 to £276.
Application forms (obtained from by sae from whom they should be returned by 14th December, 1979.
Further particulars obtained by telephone 01-534 Ext. 2071. Ask for Miss Director of Education, Town Hall, London, E16 2EA.

NEWHAM
(London Borough of)
Required January, 1980 or as soon as possible thereafter:
TEACHER in charge of DRAMA, Scale 2.
Application forms obtainable from the undersigned. Applications should be returned by 14th December, 1979.
London Allowance £471 plus Social Priority Allowance £201 to £276.
Director of Education, Education Offices, Broadway, Stratford, London, E15.

Scale 1 Posts

BERKSHIRE
HOLYPORT C.E. PRIMARY
Strand Farm Road, Holyport, Maidenhead SL6 2HD
(Tel: 0628 [illegible])
Required for January, 1980, or as soon as possible thereafter:
TEACHER to be responsible for PHYSICAL EDUCATION and GAMES throughout the school. Scale 1 with experience in Infant Teaching an advantage. Applicants should preferably have a qualification in Art and Crafts. Apply by letter to the Headmistress, Miss [illegible] stating date of birth, qualifications, experience and present salary, and giving the names and addresses of two referees.

BRENT
London Borough of
BYRON COURT JUNIOR MIXED & INFANTS SCHOOL
Spencer Road, Wembley HA0 3SP
Hall 5161
Required from January:
CLASS TEACHER (Scale 1) for Third Year Juniors. Should be an adaptable and co-operative person and an ability to assist with games would be an advantage.
London Allowance of £471 per annum is payable and there is a scheme for payment of removal expenses including legal fees etc., transfers and lodging allowances. Candidates should apply by letter to the Head of the School giving full details of their present qualifications, experience and recreational interests, enclosing S.A.E. for reply.

BRENT
London Borough of
KEBLE MEMORIAL C. OF E (AIDED) INFANT SCHOOL
Crownhill Road, NW10 4DB.
Roll 195, Social Priority School.
Headmistress: Miss H. J. Stevens.
Required from January:
TEACHER to take charge of a 4th year intake of children on this Social Priority School. Scale 1. Temporary appointment for 2 terms. The school has many interesting activities including its own swimming pool. Convenient for Harrow on the Hill and Wembley Central.
Application forms (S.A.E.) from Director of Education, Town Hall, Chesterfield House, Park Lane, Wembley, Middx HA9 7RW returned to the Headmaster at the school by 10 December.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
WATLING WAY RECREATION CENTRE
Long Bradford.
Required for January, 1980, a temporary full-time TEACHER of SWIMMING. Candidates should hold the R.L.S.S. Teachers Certificate and preferably the Bronze Medallion of the R.L.S.S. and/or the R.L.S.P.C. The successful candidate will be expected to teach swimming to primary school age pupils. Scale 1.
Application forms obtainable from the Education Officer, Wolverton Hill, Milton Keynes MK12 5NY, to be returned by stamped addressed foolscap envelope.

2 WELLSMEAD COUNTY FIRST SCHOOL
Bletchley
Required from February, 1980, a TEACHER to join the staff of this modern school with 240 places for pupils aged from 5 to 9 years. The successful candidate will be responsible for a class of 8 year-olds and should have a keen interest and ability in music. A commitment to fostering parent/school links is essential. This is a Scale 1 post to cover for a teacher taking maternity leave. Scale 2 or 3 post available. Application forms obtainable from the Area Education Officer, Wellingborough Road, Wollaston, Wellingborough, Northants NN8 4BX, returnable within 14 days of the appearance of this advertisement.
Candidates should apply by letter stating full details of age, experience, qualifications, present salary and enclosing the names and addresses of two referees.

SANDWELL
(Metropolitan Borough of)
ABBEY PRIMARY SCHOOL
Mayfield
Required for April, 1980:
TEACHER to continue and develop the work of this Social Priority School. Scale 2 or 3 depending upon qualifications and experience.
Applications (2 copies) are invited from suitably qualified teachers for the following post:—
Recorder, Brass experience interviewed.
Application forms available from, and returnable to Head Teacher, Mount Street, Great Bridge, Tipton, West Midlands. Closing date 11th December, 1979.

WALSALL METROPOLITAN BOROUGH
EDUCATION COMMITTEE
Streetly High School
Queslett Road East, Streetly
Sutton Coldfield, West Midlands
Required for January, 1980, at this fully developed, mixed, comprehensive high school for pupils aged 13 to 18 years:—

TEMPORARY TEACHER OF HOME ECONOMICS
Vacancy due to pregnancy. Possibility of a permanent post being available.

St Francis of Assisi RC Comprehensive School
Erdington Road, Aldridge, Walsall WS9 0RN
Required for Easter or September:—

EXPERIENCED GRADUATE ENGLISH TEACHER
RC preferred.

GRADUATE GEOGRAPHY TEACHER
RC preferred.

EXPERIENCED GRADUATE MATHEMATICS TEACHER
RC preferred.
Details and application forms available from the school (telephone Aldridge 52696/55808) and applications to Rev P. Lees, PP, Chairman of Governors, care of the school.

Manor Farm Comprehensive School
King George Crescent, Rushall, Walsall
Required for January 1, 1980:—

TEACHER OF SPANISH AND/OR FRENCH
To join a lively and developing department in this newly established Comprehensive School, offering courses up to GCE "A" level.
Required for January 1, 1980, or as soon as possible after:—

TEACHER OF HISTORY AND/OR GEOGRAPHY OR ENVIRONMENTAL STUDIES
Specialist knowledge (Graduate preferred) in one or a combination of these subjects is required to join a lively department in this new Comprehensive School, Burnham Scale 1.
Application for the above-mentioned posts should be made by letter to the Head Teacher of the School concerned, unless otherwise stated, giving the names and addresses of two referees and enclosing a stamped addressed envelope.
Closing date for all posts: December 11, 1979.

LONDON BOROUGH OF HAVERING

Unless otherwise stated:
Closing date is fourteen days after the appearance of the advertisement. For posts in Secondary Schools application should be made to the Headteacher of the School concerned, giving full details and the names of two referees.

For Posts in Special Schools forms are available from and returnable to The Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR.

Applications requiring acknowledgment and requests for forms and details should be accompanied by a stamped addressed envelope.

SECONDARY SCHOOLS:

Abbs Cross School
(Roll 1,000 Co.Ed.)
Abbs Cross Lane, Hornchurch, Essex
Telephone: Hornchurch 40304
Headteacher: Mr. M. McAlpine, B.A.
Required January 1980:

TEACHER OF MATHEMATICS
Scale 1, to teach the subject up to G.C.E. 'O' level and C.S.E. standards.

Brittons School
(Roll 1,224 Co.Ed.)
Ford Lane, Rainham RM13 7BB
Telephone: Rainham 54361
Headteacher: Mr. A. J. Smith, B.Sc.
S.P.A. Allowance £201/£276 p.a. payable.
Required as soon as possible:

TEACHER OF FRENCH AND/OR GERMAN
Scale 1, to teach all ages up to C.S.E., 'O' and 'A' levels in a large department. Scale 2 Post may be available for a suitable candidate.

TEMPORARY TEACHER
Scale 1, to assist with the general curriculum of the school in situations of staff absences.

Bodfords Park School
(Roll 1,169 Co.Ed.)
Appleby Drive, Romford RM3 7SJ
Telephone: Ingrebourne 71331
Headteacher: Mr. R. J. Bracken, B.A.
S.P.A. Allowance £201/£276 p.a. payable.
Required as soon as possible:

TEACHER OF ART
Scale 1, please state specific interests.

TEMPORARY TEACHER
Scale 1, until July 1980, to assist with the general curriculum of the school in situations of staff absences.
Required from the end of January until the end of the Summer Term:

TEMPORARY TEACHER OF ENGLISH/DRAMA
To teach 1st-5th form pupils during the absence on maternity leave of the present postholder.

The Campion School
(Roll 670, sixth form 160)
Wingletye Lane, Hornchurch, Essex RM11 3BX
(Voluntary Aided, R.C. Boys School)
Telephone: Hornchurch 52332
Headteacher: Mr. P. J. Maloney, B.A.
Required January 1980, or as soon as possible thereafter:

GRADUATE to teach GEOGRAPHY
throughout the school to 'A' and 'S' levels. A strong tradition in fieldwork exists and the applicant should have a special interest in geomorphology and environmental studies. It would be an advantage for applicants to be willing to help with games or A.T.C.

Forest Lodge School
(Roll 1,430 Co.Ed.)
Lodge Lane, Collier Row, Romford RM5 2LD
Telephone: Romford 46412
Headteacher: Mr. K. D. Barnes, B.A.
Required January 1980:

TEACHER OF GEOGRAPHY
Scale 1, to join a lively and well established Geography and Environmental Studies Department. There is a strong emphasis on field work.

Harrow Lodge School
(Roll 750 boys)
Hyland Way, Hornchurch, Essex RM11 1DY
Telephone: Hornchurch 57041
Headteacher: Mr. W. S. Youll-Richards, B.A.
Required January or April 1980:

TEACHER OF SCIENCE
Scale 1. Ability to teach Physics to 'A' level would be an advantage; but this should not prevent teachers of other specialised sciences from applying. The school is split site with three specialist laboratories on the Upper School site and two more general laboratories on the Lower School site. The three disciplines are taught to C.S.E., 'O' and 'A' level and the successful candidate will join a strong and progressive department.
Required as soon as possible:

TEMPORARY TEACHER
Scale 1, to assist with the general curriculum of the school in situations of staff absences.

Marshalls Park School
(Roll 1,263 Co.Ed.)
Havering Drive, Romford, Essex RM1 4BD.
Telephone: Romford 24134
Headteacher: Mr. T. B. Coomer, B.Sc.
Required as soon as possible:

TEACHER OF HOME ECONOMICS
Scale 1 Post, mainly to teach cookery.

Maylands School
(Roll 720 girls)
Broadstone Road, Off Albany Road, Hornchurch, Essex
Telephone: Hornchurch 41537
Headteacher: Mrs. M. F. Brewer, B.Ed.
Required January 1980, or as soon as possible thereafter:

MATHEMATICIAN
Scale 1, to teach S.M.P. to pupils of all abilities across the 11-16 age range, although some 'A' level work may be available at a later date.

BIOLOGIST
Scale 1, to teach pupils of all abilities across the 11-16 age range although some 'A' level work may be available at a later date. The department is housed in modern well-equipped laboratories.

The Neave School
(Roll 897 Co.Ed.)
Settle Road, Harold Hill, Romford, Essex
Telephone: Ingrebourne 71334
Headteacher: Mr. J. B. Quinn, M.A.
S.P.A. Allowance £201/£276 p.a. payable.
Required January 1980, or as soon as possible thereafter:

TEACHER OF ENGLISH
Scale 3, as second in the department in charge of Mode 3 examination work.

TEACHER OF GENERAL SUBJECTS
with emphasis on English. Please indicate main interests.

TEACHER OF CHEMISTRY/GENERAL SCIENCE
In a well established department. Courses to 'O' and 'A' level. Scale 2 post available for suitably experienced and qualified applicant.

Royal Liberty School
(Roll 697 boys)
Upper Brentwood Road, Romford RM2 6HJ
Telephone: Romford 40544
Headteacher: Mr. J. P. Coles, M.A.
Required as soon as possible:

TEACHER OF ENGLISH
to 'O' level with some Geography. Scale 1 Post.
Required January 1980:

TEMPORARY TEACHER OF BOYS' P.E.
Scale 1.

Sanders Draper School
(Roll 987 Co.Ed.)
Suttons Lane, Hornchurch, Essex
Telephone: Hornchurch 43068
Headteacher: Mr. G. Rogers, B.Sc.
Required as soon as possible:

TEMPORARY TEACHER
Scale 1, until July 1980; to assist with the general curriculum of the school in situations of staff absences.

TEACHER OF MATHEMATICS
Scale 1, with opportunity to teach the subject at all levels throughout the school.

TEMPORARY TEACHER OF BOYS' P.E.
Scale 1, excellent facilities.

SPECIAL SCHOOLS:

Corbets Tey ESN(M) School
(Roll 174 mixed)
Harwood Hall Lane, Upminster RM14 2YQ
Telephone: Upminster 25868
Headteacher: Mr. R. G. Cowham
Required January 1980, or as soon as possible thereafter:

EXPERIENCED TEACHER OF HANDICRAFTS
Scale 2(S), with the ability to coordinate the teaching of Creative Arts.

UNATTACHED TEACHERS:

Required Summer Term 1980:

HEAD OF STRINGS
An accomplished player and qualified teacher is sought to lead a team of instrumental teachers under the direction of the music adviser. A violinist or cellist would be preferred. Own car desirable. Scale 2 Post available to a suitably experienced and qualified candidate.

Havering

Further details and application forms for this post (S.A.E.) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.

DIOCESE OF ST. ALBANS

Applications are invited from suitably qualified and experienced Teachers to join the Diocesan Education Team in the post of

RELIGIOUS EDUCATION ADVISER

The special responsibilities of this post will include:
(1) The furtherance of Religious Education in 145 Church Schools (mainly Primary).
(2) The continuing provision of resources for Religious Education at the Diocesan Education Centre.

Salary according to experience within the range of Group II/III Headship (Burnham).

Further details and application form from: The Director, Diocesan Education Centre, Hall Grove, Welwyn Garden City, Hertfordshire AL7 4PJ.

Education

Appointment of Headteacher

WARSOP EASTLANDS JUNIOR SCHOOL
Meden Vale, Mansfield, Nottinghamshire

Qualified teachers are invited to apply for appointment as Head Teacher of the above School. This vacancy is created by the appointment of the present Head Teacher to a large school within the County.
Number on roll: 194 Salary: Group 4
Vacant January 1, 1980, to be filled as soon as possible thereafter.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date: December 14, 1979.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

NORFOLK
COUNTY COUNCIL
Education Department

HEAD
for
SUMMER TERM 1980
SOUTH CREAKE
Voluntary Controlled Primary School
Nr. Fakenham
(Group 2; 5-11 age range)

Application forms and further details from the County Education Officer, County Hall, Norwich NR1 2DL.

Stamped, addressed foolscap envelope required. Closing date for applications—18th December.

Removal expenses payable in accordance with the Authority's scheme.

PRIMARY
Scale 1 Posts
continued

BUCKINGHAMSHIRE
Milton Keynes Development Corporation, Wavendon Gate, Stantonbury, Milton Keynes MK14 6BD
Required for January, 1980, a TEACHER for the Salvation Army nursery. Only the successful applicant will be invited to interview. Applications from teachers working with 2 and 3 year-old children in an open plan area.
Scale 1 post.
The Milton Keynes Development Corporation is keen to encourage non-graduates to become teachers.
Application forms obtainable from the Head, Mrs J. K. Northcote, Wavendon Vicarage, Old School Lane, Walton, Milton Keynes MK7 7JB or Mrs Stony Stratford, Milton Keynes MK11 1PB and copies of a completed application to be sent to both addressees.

CAMBRIDGESHIRE
HUNTINGDON AREA
GREAT STUKELEY
COUNTY PRIMARY SCHOOL
Cross Stoughton, Huntingdon (Easter)
Required for Easter, 1980, ASSISTANT TEACHER, Scale 1, to take an interest in Transition Class.
Application forms and further details available from the Headmaster at the school (S.A.E. please).

DURHAM
LEADGATE COUNCIL
LEADGATE MIDDLESCH C.E. SCHOOL
(Aided)
Required, ASSISTANT TEACHER (Scale 1) required as soon as possible.
Junior boys and infant. Experienced but flexible.
Communicant member of the Church of England preferred.
Application forms obtainable from the Area Administrative Education Office, Green Lane, Stanley, Co. Durham, to be returned to it stamped addressed envelope to be returned by 14th December, 1979.

HARINGEY
(Borough of)
TEMPORARY AND SUPPLY TEACHERS REQUIRED JANUARY 1980 ON LARGER
Qualified TEACHING required for temporary and supply vacancies in nursery, primary and secondary schools. Applications invited from teachers with various subject experience in U.K. or abroad, although newly qualified applicants will also be considered for long term assignments.
Please telephone 808 4500 ext. 1131 for application forms to be returned to the Chief Education Officer, Education Offices, Bounds Green Road, N.11.

HARINGEY
(Borough of)
Required for April, 1980, or earlier if possible:
ST. PAUL'S AND ALL HALLOWS (C.E.) INFANTS SCHOOL
Park Lane, N17 0JS
Nursery trained and/or experienced TEACHER, Scale 1, to be responsible to an Infant Mistress. Practising Anglican preferred.
Application forms obtainable from under-signed (S.A.E.) to be returned to Rev. A. S. Hones, St. Paul's Vicarage, Park Lane, Tottenham, N17 0LV, by 14th December, 1979.
London Allowance £474 payable. Removal expenses—100 per cent in approved cases.
Chief Education Officer, Education Offices, Somerset Road, N.17.

HERTFORDSHIRE
LADYSHOT SCHOOL
High Street, Potters Bar
Required for January, for two terms only in the first instance, a full-time TEACHER to assist tutors. The successful applicant will be expected to be responsible for music throughout the school.
Apply by letter initially to the Headteacher.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Applications are invited for the following posts:
The Civic Centre, Lampton Road Hounslow, Middx.
HEDFONT INFANT SCHOOL
Hatton Road, Hedfont
Feltham TW14 9QZ
Headmistress: Mrs V. Kinley
Required: January 1980.
QUALIFIED AND EXPERIENCED JUNIOR SCHOOL TEACHER (Scale 1). Applicant should be willing to take a middle year group until September 1980 and a nursery class from that date and a London allowance £474 payable.
Closing date: within 10 days of publication of this advertisement.
Application forms (S.A.E. please) from the School Teacher Service Unit, Hounslow Civic Centre, Lampton Road, Hounslow, Middx. TW3 4DN, to whom completed forms should be returned by the closing date.
A. Groves, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER—ENGLISH MARTYRS R.C. PRIMARY SCHOOL
Hindsbury Road, Strood
(Medway Area)
Graded TEACHER required from January, for second year Junior Class.
Preference will be given to a graduate, to within easy access of Central London and bordered by Epping Forest.
Required for January, 1980:
LYNTON GREEN PRIMARY SCHOOL
Balmoral Road, Leytonstone, London, E11
Head Teacher: Mr J. Cutts
TEACHER required to cover vacancy caused by maternity leave. Interest in the infants class in this open plan school. Ability to deal with music would be an advantage.
Burnham Scale 1 plus outer London Allowance.
Application forms (enclose S.A.E.) obtainable from and returns to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QP.
Closing date: December 7th, 1979.

WALTHAM FOREST
(London Borough of)
The Borough, to within easy access of Central London and bordered by Epping Forest.
Required for January, 1980:
LYNTON GREEN PRIMARY SCHOOL
Balmoral Road, Leytonstone, London, E11
Head Teacher: Mr J. Cutts
TEACHER required to cover vacancy caused by maternity leave. Interest in the infants class in this open plan school. Ability to deal with music would be an advantage.
Burnham Scale 1 plus outer London Allowance.
Application forms (enclose S.A.E.) obtainable from and returns to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QP.
Closing date: December 7th, 1979.

Middle School Education

Headships

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
THOMAS BOURNE CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
Durrants Lane, Berkhamsted
Group 6.
HEAD TEACHER required for April, 1980. The School is a three-form entry Middle School for boys and girls (Ages 9-13). The purpose-built accommodation was opened in 1971 and is situated on a pleasant 14-acre site overlooking the town.
This is a challenging post for a well-qualified and experienced man or woman. The successful applicant will be a committed Christian in full sympathy with the aims and ethos of the School.
Application forms and further particulars (S.A.E. please) may be obtained from the Divisional Education Officer, Civic Centre, Hemel Hempstead. Hertfs.
Applications should be sent to the Chairman of the Governors, Rev. J. L. Tabor, C.C. The Divisional Education Officer at the above address. Closing date 14th December, 1979.

Deputy Headships
Senior Masters/ Mistresses

DORSET
HUNDRESTONE MIDDLE SCHOOL
Runyetts Road, Broadstone, Dorset
(9-12 Middle School: 500 on roll)
Required for Easter, 1980, DEPUTY HEAD TEACHER (Group 7). The school is a well established Middle School. There is a possibility of reorganisation to cater for the 9-13 age range. Applicants should have an interest in Environmental Studies and/or Art, and a flexible attitude to other areas of interest.
Application forms for the above two posts (S.A.E. foolscap please) from the Head Teacher Service (Ref. 81), Dorset Educational Services, Dingle House, 2 Glenside, Bridport, DT6 3JW, to whom completed forms must be returned.

KIRKLEES
Metropolitan Council
SPRING GROVE JUNIOR AND INFANT SCHOOL
Spring Grove, Huddersfield
Water Street, Huddersfield
HD1 4PJ (Tel. 0484 20111)
Required from 20th February 1980, TEACHER (Scale 1) to take a class of middle infants. Ability to assist with music and to enthuse children an advantage.
Application forms and further particulars (S.A.E. please) from the Divisional Education Officer (Ref. 81), Oldgate House, Oldgate, Huddersfield (tel. 0484 20111), to whom complete forms must be returned.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. CATHERINE'S R.C. PRIMARY SCHOOL
Grand Drive, Raynes Park, London, SW20 0NA
Headmistress: Mrs. J. Scoggins
Tel.: 01-540 2637
Age Range: 5 years to 11 years
No. on Roll: 310
PART-TIME TEACHER (0.4) required to work with the reception children from 12 January, 1980, to 31st March, 1980.
Remuneration Scale 3 plus London Allowance £474.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: 7th December, 1979.

Remedial Posts

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
CLARE COMBINED MIDDLE SCHOOL
(Mixed Comprehensive 9-13; 700 on roll)
Required for January or Easter, 1980, experienced TEACHER (Scale 1) to teach Subjects (Special or Liberal in Special (Remedial) Education for which a Special Class Allowance would be available.
Further details and application forms (foolscap stamped addressed envelope please) from the Headteacher, Clare Combined Middle School, Nethergate Street, Clare, Sudbury, Suffolk.

By Subject Classification

English

Heads of Department

BRADFORD (City of)
METROPOLITAN COUNCIL
WOODEND MIDDLE SCHOOL
Required from Easter, 1980 a HEAD OF ENGLISH to coordinate and develop the subject throughout this 9-13 Middle School. The accommodation is modern and offers many advantages to develop the school library would be an advantage.
Scale 4.
Application forms may be obtained from the Spring and Training Unit, 4th Floor, Provincial House, Market Street, Bradford, BD1 1NP and should be returned to the Head Teacher, Woodend Middle School, Wrose Brow Road, Shipley, West Yorkshire, BD18 4NT by 14th December, 1979.

Mathematics

Heads of Department

MERTON
(London Borough of)
EDUCATION COMMITTEE
HILLCROSS MIDDLE SCHOOL
Ashridge Way, Morden, Surrey, SM4 4DE
Acting Headmistress: Miss C. Dempsey
Tel.: 01-542 5656
Age Range: 9-13 years
No. on Roll: 425
Required from January, 1980, a Scale 2 permanent Mathematics teacher to be HEAD OF THIS MATHEMATICS Department.
London Allowance £474. Legal expenses up to £300 and assistance towards removal expenses will be considered where appropriate.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: 7th December, 1979.

Modern Languages

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. CATHERINE'S R.C. MIDDLE SCHOOL
Grand Drive, London, SW20 0NA
Headmaster: Mr. J. Murphy
Telephone: 01-540 4585
Age Range: 9 to 13 years
No. on Roll: 653
Required for January or April, 1980 a Catholic TEACHER with responsibility for FRENCH throughout the Middle School, Scale 2 post available for suitable applicant.
London Allowance £474. Legal expenses up to £300 and assistance towards removal expenses will be considered where appropriate.
Application forms may be obtained from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
Closing date: 7th December, 1979.

Music

Scale 1 Posts

NORTHAMPTONSHIRE
ST. LUKE'S MIDDLE SCHOOL
Farnborough Road, Northampton
Required for January, MUSIC and GENERAL SUBJECTS, Scale 1.
Applications are invited from teachers who can offer a specialism in some teaching of English.
Further details and forms from the Headmaster (S.A.E.).

Science

Scale 1 Posts

HEREFORD AND WORCESTER
County Council
REDDITCH ST. STEPHEN'S C.E. MIDDLE SCHOOL
Mabey Avenue, Redditch
Required for Easter, 1980, a TEACHER to be responsible for SCIENCE, Scale 1.
Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

Other than by Subject Classification

Other Posts on Scale 2 and above

DUDLEY
Metropolitan Borough
HOWLEY GRANGE MIDDLE SCHOOL
Howley Grange Road, Halesowen, West Midlands, B62 0HS
(9 to 13, 360 on roll)
Required for Easter, 1980, CHIEF (French essential) for lower and middle school, 2nd class teacher, involved in some teaching of French throughout school and part of French commitment. Further particulars and application forms from the Headmaster.

SUFFOLK
COUNTY COUNCIL
CLARE COMBINED MIDDLE SCHOOL
(Mixed Comprehensive 9-13; 700 on roll)
Required for January or Easter, 1980, a TEACHER with the ability to offer French with one as a specialism or Modern Studies.
Further details and application forms (foolscap stamped addressed envelope) available from the Middle School, Nethergate Street, Clare, Sudbury, Suffolk.

SUFFOLK
COUNTY COUNCIL
HOLYWELLS MIDDLE SCHOOL
Ipswich
Required for January, 1980, a TEACHER to be responsible for Science throughout the school. Scale 2 post.
Further particulars and application forms from the Headmaster.

HAMPSHIRE
ALDERSHOT MIDDLE SCHOOL
(Ages 9-13)
Cross Lane East, Aldershot, Hants
Required for January, 1980
SCIENCE TEACHER to take Middle School Science
Burnham
Letter addressed envelope to Head for further details by 7th December.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
MILL VALE MIDDLE SCHOOL
Wilbury Drive, Dunstable
Headmaster: Mr. T. Lennon, B.A.
Required for January, 1980, Temporary Two Years, TEACHER of GENERAL SUBJECTS for a 4th class, Scale 1.
Further details and application forms from the Headmaster (S.A.E. please).

DUDLEY
Metropolitan Borough
HOWLEY GRANGE MIDDLE SCHOOL
Howley Grange Road, Halesowen, West Midlands, B62 0HS
(9 to 13, 360 on roll)
Required for Easter, 1980, GENERAL SUBJECTS TEACHER for upper and of school preferably to accept responsibility for Science in the 4th year and 1st 2 terms Science Adviser to rest of staff, Scale 2 post.
Further particulars and application forms from the Headmaster.

HAMPSHIRE
ALDERSHOT MIDDLE SCHOOL
(Ages 9-13)
Cross Lane East, Aldershot, Hants
Required for January, 1980
SCIENCE TEACHER to take Middle School Science
Burnham
Letter addressed envelope to Head for further details by 7th December.

SUFFOLK
COUNTY COUNCIL
HOLYWELLS MIDDLE SCHOOL
Ipswich
Required for January, 1980, a TEACHER to be responsible for Science throughout the school. Scale 2 post.
Further particulars and application forms from the Headmaster.

HAMPSHIRE
ALDERSHOT MIDDLE SCHOOL
(Ages 9-13)
Cross Lane East, Aldershot, Hants
Required for January, 1980
SCIENCE TEACHER to take Middle School Science
Burnham
Letter addressed envelope to Head for further details by 7th December.

SUFFOLK
COUNTY COUNCIL
HOLYWELLS MIDDLE SCHOOL
Ipswich
Required for January, 1980, a TEACHER to be responsible for Science throughout the school. Scale 2 post.
Further particulars and application forms from the Headmaster.

Secondary Education

Headships

BEXLEY
(London Borough of)
NEW SECONDARY GRADE SCHOOL
Avenue Road, Erith, Kent DA8 3AT
Subject to the approval of the Secretary of State for Education and Science's proposals to reorganise 11-16 education in the Borough of Bexley, a new 11-16 Comprehensive School for 1,140 boys and girls will open in September, 1980, with an initial intake of 180 pupils in each age group.
Required for the start of the School in September, 1980:
HEAD TEACHER (Group 11) to be responsible for the management of the whole school.
Further details and application forms (S.A.E. please) from the Director of Education, Civic Offices, Broadway, Bexleyheath, Kent DA6 0BW, to whom completed forms should be returned by 14th December, 1979.

BEXLEY
(London Borough of)
NEW SECONDARY GRADE SCHOOL
Avenue Road, Erith, Kent DA8 3AT
Subject to the approval of the Secretary of State for Education and Science's proposals to reorganise 11-16 education in the Borough of Bexley, a new 11-16 Comprehensive School for 1,140 boys and girls will open in September, 1980, with an initial intake of 180 pupils in each age group.
Required for the start of the School in September, 1980:
DEPUTY HEAD TEACHER (Group 10) to be responsible for the organisation of the 6th Form.
Further details and application forms (S.A.E. please) from the Director of Education, Civic Offices, Broadway, Bexleyheath, Kent DA6 0BW, to whom completed forms should be returned by 14th December, 1979.

CUMBRIA
COUNTY COUNCIL
THORNCLIFFE SCHOOL
Thorncliffe, Staveley
Group 12—Mixed Comprehensive 11-16 years; 1,200 on roll
Applications are invited from suitably qualified and experienced teachers for the post of HEAD OF MATHEMATICS in the management of the present team.
Salary will be from 1st September, 1979, from by point on the Burnham Secondary Scale according to qualifications and experience.
Application forms and further particulars may be obtained from the Headmaster, Mr. G. Tilley, to whom completed forms should be returned within one week of publication of this advertisement.

HERTFORDSHIRE
COUNTY COUNCIL
HOYS' (11-18) SCHOOL
London Colney all girls
Boys (11-16) 479, sixth form girls 170
Required for January, 1980, a HEAD OF MATHEMATICS
Burnham Scale 4 plus London allowance.
Application forms and further particulars from the Education Officer, Hatfield, Herts. Closing date 21st December.

Other than by Subject Classification

Other Posts on Scale 2 and above

DUDLEY
Metropolitan Borough
HOWLEY GRANGE MIDDLE SCHOOL
Howley Grange Road, Halesowen, West Midlands, B62 0HS
(9 to 13, 360 on roll)
Required for Easter, 1980, GENERAL SUBJECTS TEACHER for upper and of school preferably to accept responsibility for Science in the 4th year and 1st 2 terms Science Adviser to rest of staff, Scale 2 post.
Further particulars and application forms from the Headmaster.

HAMPSHIRE
ALDERSHOT MIDDLE SCHOOL
(Ages 9-13)
Cross Lane East, Aldershot, Hants
Required for January, 1980
SCIENCE TEACHER to take Middle School Science
Burnham
Letter addressed envelope to Head for further details by 7th December.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
MILL VALE MIDDLE SCHOOL
Wilbury Drive, Dunstable
Headmaster: Mr. T. Lennon, B.A.
Required for January, 1980, Temporary Two Years, TEACHER of GENERAL SUBJECTS for a 4th class, Scale 1.
Further details and application forms from the Headmaster (S.A.E. please).

SUFFOLK
COUNTY COUNCIL
HOLYWELLS MIDDLE SCHOOL
Ipswich
Required for January, 1980, a TEACHER to be responsible for Science throughout the school. Scale 2 post.
Further particulars and application forms from the Headmaster.

HAMPSHIRE
ALDERSHOT MIDDLE SCHOOL
(Ages 9-13)
Cross Lane East, Aldershot, Hants
Required for January, 1980
SCIENCE TEACHER to take Middle School Science
Burnham
Letter addressed envelope to Head for further details by 7th December.

SUFFOLK
COUNTY COUNCIL
HOLYWELLS MIDDLE SCHOOL
Ipswich
Required for January, 1980, a TEACHER to be responsible for Science throughout the school. Scale 2 post.
Further particulars and application forms from the Headmaster.

Secondary Education

Headships

BEXLEY
(London Borough of)
NEW SECONDARY GRADE SCHOOL
Avenue Road, Erith, Kent DA8 3AT
Subject to the approval of the Secretary of State for Education and Science's proposals to reorganise 11-16 education in the Borough of Bexley, a new 11-16 Comprehensive School for 1,140 boys and girls will open in September, 1980, with an initial intake of 180 pupils in each age group.
Required for the start of the School in September, 1980:
DEPUTY HEAD TEACHER (Group 10) to be responsible for the organisation of the 6th Form.
Further details and application forms (S.A.E. please) from the Director of Education, Civic Offices, Broadway, Bexleyheath, Kent DA6 0BW, to whom completed forms should be returned by 14th December, 1979.

CUMBRIA
COUNTY COUNCIL
THORNCLIFFE SCHOOL
Thorncliffe, Staveley
Group 12—Mixed Comprehensive 11-16 years; 1,200 on roll
Applications are invited from suitably qualified and experienced teachers for the post of HEAD OF MATHEMATICS in the management of the present team.
Salary will be from 1st September, 1979, from by point on the Burnham Secondary Scale according to qualifications and experience.
Application forms and further particulars may be obtained from the Headmaster, Mr. G. Tilley, to whom completed forms should be returned within one week of publication of this advertisement.

HERTFORDSHIRE
COUNTY COUNCIL
HOYS' (11-18) SCHOOL
London Colney all girls
Boys (11-16) 479, sixth form girls 170
Required for January, 1980, a HEAD OF MATHEMATICS
Burnham Scale 4 plus London allowance.
Application forms and further particulars from the Education Officer, Hatfield, Herts. Closing date 21st December.

SIR FRANK MARKHAM SCHOOL, WOUGHTON CAMPUS

The new city of Milton Keynes is being built in North Buckinghamshire and includes the established towns of Bletchley, Wolverton and Stony Stratford.
The Campus is situated just south of the City Centre. It is intended that, eventually, it will comprise four separate seven-form entry 12-16 Comprehensive Schools, a Sixth Form College, the Recreation Centre and various other facilities. At present the Campus comprises the Sir Frank Markham School and the Recreation Centre.
The Recreation Centre has a swimming pool, a sports hall; a multi-purpose hall equipped to professional theatre standards, music rooms, cafeteria and bar.
The School opened in September, 1979 with 220 twelve-year-old pupils from southern central Milton Keynes. The pupils are arranged in ten form groups without reference to ability. Each group has a form teacher who will stay with the form for its life in the school. The position of form teacher is a key one.
Applicants (male/female) will wish the School to be involved as much as possible in the life of the community which it serves and to make available to that community its resources, both formally and informally.
Teaching is the responsibility of six faculties:
Mathematics and Science;
Language, comprising English and Foreign Languages;
Humanities, with an overall responsibility over the four years of schooling for History, Geography, Religious and Moral Education, Health and Personal Education, Careers Education;
Technical Studies comprising Home Economics, Needlework, Metalwork, Woodwork, Technical Drawing.
Additional Studies with a programme of development in Arts and Recreation, providing Physical Education, Music, Drama, Art and Pottery.
Study skills for all pupils, or help for any which will, learning difficulties and responsibility for all centrally provided resources, including those of the library.

Applications for September, 1980, except where indicated, are invited for the following posts:

Deputy Head Teacher, Group 11
(from Easter 1980)
To be a member of the principal advisory and policy-making team and to be responsible for all pupils in the school's second year of entry. The Deputy Head, in the Summer Term 1980, will be required to oversee the induction of the 1980 intake.

Scale 4—Head of the Mathematics and Science Faculty

Scale 4—Head of the Language Faculty

Scale 3—
Teacher to be second in charge of the Humanities Faculty, to direct the Educational and Careers Guidance Programme within the school, teaching within the Humanities Faculty.

Scale 2—
in charge of Music Department within the Arts and Recreation Faculty.

Application forms and further details may be obtained by writing to the Head, Mr. A. K. Harrison, B.A., Sir Frank Markham School, Woughton Campus, Chaffron Way, Coffee Hall, Milton Keynes, MK6 5EH. And enclosing a stamped addressed foolscap envelope. Closing date for applications: Monday 17th December, 1979. Interviews will be held in January, 1980.

MK MILTON KEYNES DIVISION BUCKINGHAMSHIRE COUNTY COUNCIL

Lancashire
County Council
LANCASHIRE
EDUCATION COMMITTEE
SECONDARY SCHOOL
HEADSHIP
BLACKPOOL COLLEGIATE HIGH SCHOOL
(1,889 Mixed, including 619 Sixth Form)
Blackpool Old Road, Highfurlong, Blackpool
September 1, 1980:—
HEAD TEACHER
Group 14.
Forms from/to the School/District Education Officer, 3 Caunce Street, Blackpool. Closing date December 10, 1979.

SECONDARY
Headships
continued

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
LANGLEY SCHOOL
Park Road, Ware
A 4 form entry all ability school for boys and girls aged 11 to 16. Roll expected to be 600 by September, 1980.
HEAD required from 1st September, 1980. Group 12.
Salary range £8,985 to £9,704 plus £75 plus £150 fringe allowance.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdens Hill, Hertford SG13 8DD. Closing date 21st December, 1979.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required from January, 1980, HEAD for THOMAS SUMPTER COMPREHENSIVE SCHOOL
Chandos Road, Scunthorpe, South Humberside
(Ages 11-18)
Number on roll: 1,305
This is an 11-16 Co-educational Comprehensive School.
Application forms and full details of this post are obtainable from the Director of Education, H.Q. Schools, County Hall, Beverley, North Humberside, HU17 9BA. Ext. 4161 to whom completed forms should be returned not later than 21st December, 1979.

HUNTINGDONSHIRE
COUNTY COUNCIL
EDUCATION AND LEISURE COMMITTEE
HUNTINGDON CAMPUS
Required from September, 1980, HEAD OF COMMUNITY EDUCATION AND ACTIVITIES
£27,426-£30,141
Responsibility for Community Education Activities. Responsible to the Director for the organisation and development of adult education and community activities.
Liaison and off the Campus in conjunction with other Campus staff responsible for recreational, cultural and educational work.
Huntingdon Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide 4,000 students in the age range 11-18, dispersed through three schools of 1,000 students each. All the schools will share the facilities of an extensive Central Facilities Area on the campus in addition to their own provision. All the usual educational, community and recreational facilities, including Local Authority, Health Centre, Ecumenical Centre, Community College, Sports Centre, Amenity Centre, Arts Centre, Library, etc. are planned for shared use with the surrounding community.
The first of these comprehensive schools, Hindleymoor High, opened in 1974 with 300 students, now (1979) 1,040, and the second school, Brindley Hall, has recently opened with 500 students.
Some 10,000 adults per week use all Campus facilities and adult education and community activities are well established. Adult and student enrolled on courses in the year 1977/78 by addition to 2,000 users using the Campus informally.
Applications should be made as soon as possible by letter, with the names, addresses and telephone numbers of two referees and should be sent to: G. W. Cooksey, South Midlands Regional Staff College, Hindleymoor High, MK14 6HN. Tel: Milton Keynes (0908) 314001.

DERBYSHIRE
COUNTY COUNCIL
SECONDARY EDUCATION
DEPUTY HEADSHIPS
Hornsbury Education Committee
Manor Gate School
Required for Easter, 1980, SECOND DEPUTY HEADMASTER (Pastoral): Group 9(i), in this 11-16 Comprehensive School.
Further details (S.A.E.) may be obtained from the Headteacher to whom application forms, with names and addresses of two referees, should be sent.

DURHAM
COUNTY COUNCIL
BARNARD CASTLE NORTHGATE COMPREHENSIVE SCHOOL
11-16 Mixed Comprehensive
SECOND MASTER/MISTRESS—Group 4—Well qualified and experienced teacher required for April, 1980, to share as SECOND DEPUTY HEAD in the pleasant and efficient organisation of this highly successful 11-16 comprehensive school which is developing a sixth form. There are 790 on roll with 170 in the sixth form (Group 10).
Application forms and further particulars are available from the Head at the school to whom completed forms should be returned by 7th December, 1979.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
SILVERWOOD SCHOOL
Kilnhurst, Mexborough
11 to 18 Mixed Approximately 1,000 on roll in September, 1980
Required for Easter, 1980:
(1) SECOND MASTER/MISTRESS (Group 10)
(2) HEAD OF MATHEMATICS (Group 7)
Required for September, 1980, or sooner if possible:
HEAD OF ENGLISH (Group 7)
Applications are invited from candidates for the above posts who will be expected to play a full part in the life of a lively and progressive school.
Application forms and further details may be obtained from the Director of Education, Education Offices, Howard Street, Rotherham S60 1HB. Telephone Rotherham 63211 ext. 238.
R. W. Ellis, Director of Personnel Resources.

SUFFOLK
COUNTY COUNCIL
SAMUEL WARD UPPER SCHOOL
Haverhill (Group 10)
The purpose-built Upper School for 11-18 pupils with 6th Form opened in September, 1978, and will develop to 800 places with a fully comprehensive intake.
Applications are invited from committed and suitably qualified candidates for the following posts:
HEAD OF MATHEMATICS (Group 7)
DEPUTY HEAD (Group 10)
Capacity for a Specialism.
Salary will be from 1st September, 1980, in accordance with qualifications and experience.
Responsibilities will be allocated after appointment.
Further details and application forms obtainable from the Headteacher, Mr. J. Bell, to whom completed forms should be returned as soon as possible.
Suffolk accepts responsibility for REMEDIAL EDUCATION. Scale 1.
Samuel Ward is a 6th form college which, in addition to its normal 6th form work, offers part-time courses for students from the whole of the Haverhill area and also has the lowest 5th form in the county.
Further particulars and application forms obtainable from the Headmaster (S.A.E. please).

WALTHAM FOREST
(London Borough of)
The Borough is bordered by Central London and Epping Forest. Excellent transport access to London centre.
Required for Easter, 1980 or earlier if possible:
WALTHAMSTOW HIGH SCHOOL
Selwyn Road, London, E13 0QB
HEAD OF MATHEMATICS (Group 7)
HEAD OF REMEDIAL Scale 2 plus
Attractive post for teacher in this 11-18 Comprehensive High School with 1,470 on roll (1,170 years). Department gives help and support to other schools in area. Remedial post withdrawal group.
Closing date: 14th December, 1979.
Application forms obtainable from the Head Teacher on receipt of S.A.E.

KIRKLEES
METROPOLITAN COUNCIL
ALL SAINTS' COMPREHENSIVE R.C. 11-16 SCHOOL
Bradley Road
Huddersfield, HD2 2JT
(Tel. 0484 21141)
The Governors invite applications from practising Catholics of proven and outstanding ability for the two vacancies of DEPUTY HEAD (GIRLS' SECOND MASTER/MISTRESS, Group 10. The appointments will commence at the beginning of January, 1980, or sooner if required for Teacher in charge of Remedial Education Centre at Wakefield Road Education Centre.
Application forms and further details obtainable (enclose S.A.E.) from the Headteacher. Completed forms should be returned as soon as possible.
Further details and application forms obtainable (S.A.E. please) from the Headteacher. Completed forms should be returned as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
RAINCLIFFE SCHOOL
Lady Edith's Drive, Scarborough
11-16 mixed comprehensive
1,000 on roll
Required for the commencement of the Autumn Term, 1980, a teacher for the post of SENIOR TEACHER (Senior Teacher Scale) responsible for welfare and disciplinary responsibilities and to maintain and operate Career Guidance service.
Application forms and details of the school and vacancy available (S.A.E. please) from the Headmaster at the school.

REDBRIDGE
(London Borough of)
DEPUTY HEADSHIP
BELMONT COUNTY HIGH SCHOOL
180 Hope Road, Barkingside, Ilford IG6 1JB
Telephone: 01-550 2081
Mrs. A. Evans, B.A., Head
Required for April, 1980 a well-qualified and experienced teacher to share as SECOND DEPUTY HEAD in the pleasant and efficient organisation of this highly successful 11-18 comprehensive school which is developing a sixth form. There are 790 on roll with 170 in the sixth form (Group 10).
Application forms and further particulars are available from the Head at the school to whom completed forms should be returned by 7th December, 1979.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
SILVERWOOD SCHOOL
Kilnhurst, Mexborough
11 to 18 Mixed Approximately 1,000 on roll in September, 1980
Required for Easter, 1980:
(1) SECOND MASTER/MISTRESS (Group 10)
(2) HEAD OF MATHEMATICS (Group 7)
Required for September, 1980, or sooner if possible:
HEAD OF ENGLISH (Group 7)
Applications are invited from candidates for the above posts who will be expected to play a full part in the life of a lively and progressive school.
Application forms and further details may be obtained from the Director of Education, Education Offices, Howard Street, Rotherham S60 1HB. Telephone Rotherham 63211 ext. 238.
R. W. Ellis, Director of Personnel Resources.

SUFFOLK
COUNTY COUNCIL
SAMUEL WARD UPPER SCHOOL
Haverhill (Group 10)
The purpose-built Upper School for 11-18 pupils with 6th Form opened in September, 1978, and will develop to 800 places with a fully comprehensive intake.
Applications are invited from committed and suitably qualified candidates for the following posts:
HEAD OF MATHEMATICS (Group 7)
DEPUTY HEAD (Group 10)
Capacity for a Specialism.
Salary will be from 1st September, 1980, in accordance with qualifications and experience.
Responsibilities will be allocated after appointment.
Further details and application forms obtainable from the Headteacher, Mr. J. Bell, to whom completed forms should be returned as soon as possible.
Suffolk accepts responsibility for REMEDIAL EDUCATION. Scale 1.
Samuel Ward is a 6th form college which, in addition to its normal 6th form work, offers part-time courses for students from the whole of the Haverhill area and also has the lowest 5th form in the county.
Further particulars and application forms obtainable from the Headmaster (S.A.E. please).

WALTHAM FOREST
(London Borough of)
The Borough is bordered by Central London and Epping Forest. Excellent transport access to London centre.
Required for Easter, 1980 or earlier if possible:
WALTHAMSTOW HIGH SCHOOL
Selwyn Road, London, E13 0QB
HEAD OF MATHEMATICS (Group 7)
HEAD OF REMEDIAL Scale 2 plus
Attractive post for teacher in this 11-18 Comprehensive High School with 1,470 on roll (1,170 years). Department gives help and support to other schools in area. Remedial post withdrawal group.
Closing date: 14th December, 1979.
Application forms obtainable from the Head Teacher on receipt of S.A.E.

Somerset
Sydenham School, Bridgwater

Head

of this 11-16 age range, mixed comprehensive school, 1,034 on roll. Appointment to commence April 1980, if possible.

Salary, Group 10.

Further details and application form (S.A.E.) from Staffing(T) Section, Education Department, County Hall, Taunton.

Closing date: 17th December, 1979.

WHY TAKE A RISK?
BE COVERED!

Unique 24 hour cover for Teachers/Lecturers

£250,000 PUBLIC LIABILITY covering Educational outings/activities and corporal punishment claims.
£50 PERSONAL EFFECTS COVER—including cash.
PERSONAL ACCIDENT COVER (worldwide): £5,000 in event of death; £5,000 for total loss of use of limb(s) or eye(s); £20 per week, excluding first two weeks, for five years, £5 per week thereafter up to age 60 if total disablement occurs anywhere in world.
Immediate cover/membership available for those working in British Isles only at £8 per annum.
Details:—

U.K. SCHOOLTEACHERS PROTECTION SOCIETY
8a, Market Street, Kettering, Northants

Headship

Granville School, Woodville

Applications are invited for the Headship of this Group 10 School situated in South Derbyshire near the border with Leicestershire and in close proximity to South Nottinghamshire, SouthEast Staffordshire and the West Midlands. Granville is a mixed comprehensive school for 900 pupils aged 11 to 16. There are at present 880 pupils on roll.

Application forms and particulars for the above post (stamped addressed foolscap envelope, please) from the Director of Education, County Offices, Matlock. Closing date: December 14, 1979.

DERBYSHIRE
County Council

Other Posts on Scale 2 and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HALIFAX COMPREHENSIVE
Savile Road
Halifax, HX3 0EP
Required for January, 1980, or sooner if possible:
TEACHER in charge of REMEDIAL EDUCATION, Scale 2.
Part-time teachers considered.
Curriculum Vitae of interest to Headmasters with S.A.E.

HAVERING
(London Borough of)
HAVERING SIXTH FORM SCHOOL
(Roll 1,150 (2nd-additional)
Required for September, 1980, HEAD OF ENGLISH and ENGLISH TEACHER of ART, Scale 3.
Application forms and further details are on display advertisement under secondary vacancies.

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens, Hillingdon, Middlesex
Required for January or April, 1980:
HEAD OF MATHEMATICS (Group 7) to lead an experienced TEACHER in the Mathematics Department and to teach Special Class Allowance 1.
It is anticipated that the successful applicant will assume responsibilities for the teaching of Mathematics within the Department and the provision for senior pupils with learning difficulties.
Further information is available from the Head Teacher, B.S.Sc. please.

HILLINGDON
(London Borough of)
HILLINGDON CHILD GUIDANCE CENTRE
Hillingdon Hospital
Uxbridge Road, Hillingdon, Middlesex UB8 3NN
Required for January, 1980, a PSYCHIATRIC SOCIAL WORKER to be responsible for a section of the Child Guidance Service, based at Uxbridge Child Guidance Centre, and the Secondary Schools. The successful applicant would be required to undertake some duties from the Adolescent Unit.
Required for January, 1980, a SENIOR TEACHER (Scale 3) with responsibility for teaching Remedial Mathematics to pupils in the Secondary Schools (Scale 1 or 2 according to qualifications).
For further information please contact Mrs. Hall, Senior Psychiatric Social Worker, Hillingdon Child Guidance Centre, Hillingdon Hospital, Uxbridge, Middlesex UB8 3NN. Tel. 0895 38282 ext. 4231.

KIRKLEES
METROPOLITAN COUNCIL
SALENDINE NOOK SECONDARY SCHOOL
New Hey Road
L

Teacher/Adviser for English

We need a qualified and experience teacher to join a team of colleagues based at the Authority's Teachers' Centre. You will be expected to undertake a teaching commitment in schools and to act in an advisory capacity in relation to their specialist subject area. Casual Car User Allowance payable.

Salary equivalent to Burnham Head Teacher Group 8, £7,431-£8,175 plus London Allowance £327 plus Supplement of £6 per month.

Closing date : 14th December 1979.

Application forms and further particulars available from the Chief Education Officer, Municipal Offices, High Road, Leyton, London, E10 5QJ, 01-539 3650 Ext. 10 (stamped addressed envelope please).

London Borough of
Waltham Forest

METROPOLITAN BOROUGH OF
Rochdale
EDUCATION DEPARTMENT

PRIMARY SCHOOLS

ASSUMPTION R.C. PRIMARY & NURSERY CLASS (3-11)
Martindale Crescent, Langley, Middleton, Manchester M24 3PQ. Tel. 061 643 6358
RE-ADVERTISEMENT

SCALE 2
with responsibility for language development
Application forms are available, on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, P.O. Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, and on completion returned to the Head Teacher at the School. Closing date : 14th December, 1979.

ST. JOSEPH'S R.C. INFANTS (4-7)
Hind Hill Street, Heywood OL10 1AE
Tel. Heywood 69428

DEPUTY HEAD, GROUP 4
A Deputy Head Teacher is required for this school with approximately 150 pupils on roll.
Application forms are available on receipt of a foolscap stamped addressed envelope, from the Chief Education Officer, P.O. Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, and on completion to be returned to Rev. Father Duggan, St. Joseph's Presbytery, Mary Street, Heywood, Lancs. Closing date : 14th December 1979.

MIDDLE SCHOOLS

SHAWFIELD/NORDEN COMMUNITY (10-13)
Shawfield Lane, Rochdale OL12 7RQ.
Tel. Rochdale 58362
Required for January, 1980 :—

SCALE 1, GENERAL SUBJECTS
to a mixed ability group of 10-11 year olds, with the assistance of teaching S.M.P. Mathematics to 12-13 year olds and able to act as mathematics adviser to a first year team of non-specialised teachers. Experience of teaching Girls' Games an advantage. Commitment to the schools responsibility sharing ethos and to the principles of community education is essential.
Application forms are available, on receipt of a foolscap stamped addressed envelope, from the Head Teacher at the school, to whom they should be returned on completion. Closing date : 14th December 1979.

HIGH SCHOOLS

CARDINAL LANGLEY R.C. (11-18)
Rochdale Road, Middleton, Manchester M24 2GL
Tel. 061643 4009
RE-ADVERTISEMENTS
Required for 1st January 1980 :—

1. SCALE 1, SPANISH
Ability to teach the subject to 'O' and 'A' level.

2. SCALE 1, MUSIC
Ability to teach to 'O' and 'A' level and to assist in Choral and Instrumental work.
Application forms are available, on receipt of a foolscap stamped addressed envelope, from the Head Teacher at the school, to whom they should be returned on completion. Closing date : 14th December 1979.

KNOWL VIEW (Boys' Residential)
Norden Road, Bamford ,Rochdale
Tel. Rochdale 46267

1. SCALE 2, (S)
Resident or non-resident assistant teacher to teach Woodwork/Metalwork and General Subjects at this boarding school for 50 maladjusted boys aged 7-16 years. In addition, the successful applicant will be expected to perform extraneous duties, averaging 16 hours per week.
Salary : Burnham Scale 2(S) plus £1,155 per annum extensions duly allowed. A two bedroomed flat is available for a residential teacher. Experience in special education desirable but not essential.

2. TEMPORARY, SCALE 1
(plus Special Class Allowance) for one term only.
Applicants should be qualified teachers who have successfully completed their probationary period. In addition to teaching duties, the successful applicant will be expected to perform extraneous duties for 15 hours per week for which there is an additional payment of £1,155 per annum.
Application forms are available, on receipt of a foolscap stamped addressed envelope, from the Chief Education Officer, P.O. Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, and on completion to be returned to the Head Teacher at the school.
Closing date : 14th December 1979.

REMEDIAL EDUCATION SERVICE

SPOTLAND CLINIC
Phoenix Street, Rochdale OL12 7DW
Tel. Rochdale 31528

HOME TUFOR, SCALE 2
Applications are invited from suitably qualified and experienced teachers for the above-named post. Car allowance payable. The successful applicant will be attached to the staff of the Remedial Service and may have the ability to switch from Home Tuition (10 - 15 pupils) teaching in such schools, as are allocated.
Application forms are available, on receipt of a foolscap stamped addressed envelope, from the Chief Education Officer, P.O. Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and on completion to be returned to the Head of the Remedial Service.
Closing date : 14th December 1979.

SECONDARY
Remedial Posts continued

SANDWELL
(Metropolitan Borough of)
MEADS High School
(11-18 Comprehensive)
Required for January, 1980 :
TEACHER for remedial and withdrawal work in ENGLISH, MATHEMATICS and HISTORY with some mixed ability English mainly in Lower School—Scale 1.
Applications invited from Junior or Middle School trained applicants. Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Clarion Lane, West Bromwich, West Midlands.

By Subject Classification

Art and Design

Scale 1 Posts

BERKSHIRE
KENNET COMPREHENSIVE SCHOOL
Honey Lane, Baldhem,
Near Newbury
NG9 1JNG
(11 to 18 mixed)
Required April or September, 1980
TEACHER in CRAFT DEPARTMENT
Scale 1
A teacher interested in developing Design and Technology courses in Metal and Plastics. The successful applicant would teach the full age and ability range.
Opportunities are running successfully to CSE and GCE 'O' and 'A' levels.
Application forms and further details from Head Teacher, Mr. Ellis. Closing date December 10.

BERKSHIRE
THEALE GREEN SCHOOL
Theale, Reading
Number on roll 1,295
Seven eight-form entry Co-educational Comprehensive school of 1,295 pupils from large rural area on West Reading (ring) House-unit pastoral system.
Required January, 1980, TEACHER of DESIGN, Scale 2, to join a team of five in well-equipped modern workshops with well-established courses running to 'O' and 'A' level in Design Technology.
Applicants should be prepared to contribute to the extra-mural life of the school community.
Early appointment considered.
Application to Headmaster as quickly as possible. Brief Closing date December 17.

CROYDON
(London Borough of)
LANFRANC HIGH
Mitcham Road, Croydon,
CR0 3AN
Telephone: 01-689 1245-7
Tenable January 1st, 1980
Required: a TEACHER of ART to take all forms of ability levels in this 13 to 16 Mixed Comprehensive School.
Ability to take photography as an examination subject would help.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form for STAFF from and returnable to the Head Teacher at the above address as soon as possible.

DURHAM
COUNTY COUNCIL
SEAHAM COMPREHENSIVE SCHOOL
11 to 18 years, 1,050 on roll
TEACHER required for January, 1980, or as soon as possible thereafter to share duties in the Department of Art, CSE, 'O' and 'A' level work available for a suitable candidate.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Durham.
Closing date for receipt of applications 7th December, 1979.

HAMPSHIRE
HIRON WOOD SCHOOL
(Comprehensive, 9yrs (11-16))
Tongham Road, Aldershot
Number on roll: 960
Scale 1
Required soon as possible:
GRADUATE to teach ART across 11-15 age range. Some specialisation desirable but not essential. Teaching subject.
Closing date one week after appearance of advertisement.
Letter of application, naming two referees to Head Teacher with S.A.E. for details.

HAMPSHIRE
OAK FARM SCHOOL
Chinese Road, Farnborough
Mixed Comprehensive
Number on roll: 945
Required for Easter, 1980:
Scale 1
TEACHER of ART, preferably with specialism in ceramics and textiles. (Ability to supervise experienced candidate.) Good facilities.
Closing date one week after appearance of this advertisement.
Letter of application naming two referees, stamped addressed envelope to Head Teacher.

HERTFORDSHIRE
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
(Tel.: Garston 73941)
Required January, TEACHER of ART to take all forms of ability. Female Silverwoman.
Closing date for applications and letters of application to Head Master, including curriculum vitae and names and addresses of two referees.

HILLINGDON
(London Borough of)
WHITEHALL SCHOOL
Cleveland Avenue, Hayes
UB3 4DA
(Number on roll 1,031, 11 to 18 mixed)
Head Teacher: G. H. Watson, B.Sc.
ASSISTANT TEACHER of ART required for January, 1980, or as soon as possible thereafter. Scale 1. Ability to teach CSE Art and Craft and to assist with Pottery and Ceramics. Experience of Photography desirable.
Application forms and further details from Head Teacher. Closing date for receipt of applications 7th December, 1979.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
ARCHERS COURT SECONDARY SCHOOL
Whitfield Road, Dover (Group 11)
Required in January, 1980, or as soon as possible thereafter at this 11-form entry Mixed Comprehensive School, a specialised TEACHER of ARTS and CRAFTS (A.T.D. or equivalent preferred) (Scale 1), to share in the teaching of the subject throughout the school and to C.S.E., 'O' and 'A' level.
Letters of application to the Headmaster, to be sent with the full name and addresses of two referees.

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Hampton Green Road, Northampton
Required for January, ASSISTANT TEACHER for POTTERY. Well equipped Pottery Room and teaching to C.S.E., 'O' and 'A' levels. Temporary for two terms in first instance. Scale 1 post may become available.
Applications by letter to the Headmaster at the School, naming two referees (S.A.E.).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:—
MEDON COMPREHENSIVE SCHOOL
Burns Lane, Warsop, Mansfield
Notts. NG20 0DN
Headmaster: J. H. Ellis
Roll: 1,400 (11 to 18)
For January, or as soon as possible.
TEACHER in CRAFT and DESIGN, Scale 1, Ability in other general technical subjects would be an advantage.
Application forms available (S.A.E.) from the Headmaster.
Applications (on the forms) to the Headmaster with names of two referees as soon as possible.

SANDWELL
(Metropolitan Borough of)
WOOD GREEN HIGH SCHOOL
(11-18 Comprehensive)
Required for January, 1980:
ART—Scale 1.
Temporary and/or part-time considered. Large department offering wide range of activities and excellent facilities.
Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Wood Green Road, Wednesbury, West Midlands.

Careers

Heads of Department

ESSEX
County Council of
PARMIGERS COMPREHENSIVE SCHOOL
Training Road, Harlow, Essex
CM18 6BW
HEAD OF CAREERS—Scale 3
(In run 1100
SECOND ADVERTISEMENT
Required for Summer Term 1980.
To organise a well-run department including Curriculum advice and writing of references.
Arrangements for Careers Convention and Work Experience.
The post is an important one within the structure of the school and the person appointed should be capable of maintaining and developing the already strong links with local employers.
Please write in the first instance for further details and application form to the Headmaster quoting names and addresses of two referees.
CLOSING DATE—Friday 14 December 1979.

LINCOLNSHIRE
HEAD OF DEPARTMENT
NORTH HYKEHAM BOBERT PATTINSON SCHOOL
Required for 1 Sept 1980 to £6,495 plus £78 per annum Responsibility
(Number on roll 1,135)
Required for the beginning of the Summer Term, 1980 in this 1,000-plus mixed 11 to 18 years Comprehensive School, standing in 20 acres approximately one mile outside Lincoln. Duties: Management of CAREERS DEPARTMENT.
Applicants should be personable, well informed and responsible, preferably possessing qualification, but also to maintain the established links and standards of the department's main concern.
Application forms and further details may be obtained from the Headmaster, North Hykeham, Lincoln LN6 9AD, to whom they should be returned not later than 10 December, 1979.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
HEAD OF CAREERS, Scale 3.
Required for Summer Term, 1980, a full-time teacher to be responsible for the careers education in the secondary schools, particular emphasis being given to the use of new techniques, guidance, counselling and information.
Please state the subjects you could offer at C.S.E. and 'O' and 'A' level.
Salary on the scale £3,195 with £99 in the 30th. and £1,155 in the 31st. Additional £1,155 payment for a graduate.
Applications, stating full curriculum vitae and names of two referees, should be sent by letter, including any questions you may wish to ask, to the Director of Education, Springhead Road, Northfleet, Kent, before 4th December.

Classics

Scale 1 Posts

BARNET
Education Service
ST. MARY MAGDALENE ACADEMY, LONDON LANE, HENDON, NW4 4JT
Required for January, 1980
TEACHER of CLASSICS
Scale 1
Applications by letter to the Headmaster, Mr. Peter Gibbs, B.A., Cert. Ed., by 6th December, 1979.

ESSEX
WESTCLIFF HIGH SCHOOL FOR GIRLS
High Street,
Westcliff-on-Sea, Essex
(Half-mile (0.8 km) South from Southend Victoria Station)
Telephone: Southend 76836
LATIN and ENGLISH Scale 1
Required January or April, 1980:
ASSISTANT MISTRESS to teach Latin to 'O' level and English to Junior forms.
Curriculum vitae and names of referees to Headmistress (Mistress of S.A.E. please).

Commercial Subjects

Scale 1 Posts

BEXLEY
(London Borough)
CHIEF SCHOOL
Avenue Road, Erith,
Kent, DA8 3AH
Tel.: Erith 32251
Twelve-form entry covering the entire ability range; 300 in sixth form. Established 1962.
Required for January, 1980, TEACHER of BUSINESS STUDIES. Scale 1. Responsible to Headteacher. Department provides courses in—Typing, Shorthand, Office Practice, Commerce and Economics. Pupils are prepared for C.S.E., 'O' and 'A' level examinations.
Applicants must be able to teach at least two of these subjects and qualifications in Economics would be desirable. Initially part-time candidates with full field will have an opportunity of teaching the subject to 'A' level. Further details from the Headmaster.

ESSEX
HIGHLOWS SCHOOL
Great Dunmow, Essex
CM6 1HH
Deputy Avenue, Braintree
Telephone: (Braintree 21251)
(Comprehensive 11-18 mixed)
Number on roll: 1,000
Required for January/April, 1980:
TEACHER for BUSINESS STUDIES. Teaching CSE and 'O' and 'A' level work. Ability to take charge of a department. Letter of application naming two referees to Head Teacher. S.A.E. for details.

HAMPSHIRE
FAIRTHORNE PARK SCHOOL
Hitches Lane, Fleet
(Comprehensive 11-18 mixed)
Number on roll: 1,200
Required for January/April, 1980:
TEACHER for BUSINESS STUDIES. Teaching CSE and 'O' and 'A' level work. Ability to take charge of a department. Letter of application naming two referees to Head Teacher. S.A.E. for details.

Somerset

Applications are invited from suitably qualified experienced teachers for the following posts, unless otherwise stated, application forms and details (S.A.E. foolscap) from the Heads at the schools.
STAP forms accepted from students for first appointments only.
Please quote reference 30/11 on correspondence.

SECONDARY

Preston School, Yeovil
(11-16 mixed comprehensive, 1,100)
(i)- Applications are invited from highly qualified and experienced teachers for the post of DEPUTY HEAD of this Group 10 school. Duties to commence September, 1980.
The successful candidate will be responsible for the supervision of girls' welfare and discipline.
Closing date : 7th January, 1980.
(ii) For January 1980, teacher of MATHEMATICS Scale 1.
Applications by letter, immediately, to the Head of the school, with curriculum vitae and names of two referees.

Bishop Fox's School, Taunton
(11-18 comprehensive, 1,020)
For January 1980, temporary post for graduate teacher of PHYSICS, to "O" level, Scale 1. Ability to teach CSE Technology desirable.

Sydenham School, Bridgwater
(11-16 mixed comprehensive, 1,035)
For January 1980, temporary appointment for 18 terms, teacher of GIRLS' PHYSICAL EDUCATION Scale 1.
Please apply by letter to the Head at the school, with curriculum vitae and names of two referees.

MIDDLE SCHOOLS

Swanmead School, Ilminster
(9-13 mixed middle, 430)
For February 1980, enthusiastic teacher, Scale 1, temporary post, covering for maternity leave—in the first Year. The ideal applicant will have an interest in Mathematics and Girls' Games.
Applications by letter, immediately, to the Head of the school, with curriculum vitae and names of two referees.

Oakfield School, Frome
(9-13 mixed middle, 880)
For April 1980, Head of Year Two, (10-11 age range).

PRIMARY HEADSHIP

St. Gildas' R.C. V.A. Primary, Yeovil
For April 1980, HEAD for this Group 4 school.
Applicants must be practising committed Roman Catholics.
Application form and details (S.A.E.) from the Staff (T) Section, Education Department, County Hall, Taunton.
Closing date : 10th December, 1979.

PRIMARY DEPUTY HEADSHIP

Doulting V.C. Primary, Nr. Shepton Mallet
For April 1980, DEPUTY HEAD for this Group 2 school. Music desirable. Readvertisement; previous applicants will be reconsidered.
Closing date : 17th December, 1979.

PRIMARY

Archbishop Cranmer C.E. V.C. Primary, Taunton (4/5)
For January 1980, temporary appointment for short terms, teacher, Scale 1, to take charge of a mixed ability class of fourth year juniors. Ability and willingness to assist with football, cricket and/or athletics an advantage.
Applications by letter, as soon as possible, to the Head at the school, from whom further details may be obtained. Telephone : Taunton 2553.

WEST GLAMORGAN
County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service to commence as soon as can be arranged.

CENTRAL OFFICE APPOINTMENTS

(Director of Education, Princess House, Princess Way, Swansea.)

Ynystawe Primary, Ynystawe, Swansea
(MIXED) (178 on roll) (Age range 4 to 11 years.) A HEADTEACHER is required for this GROUP 4 School. (Post Ref. OP15/1.23.79/TES.)

Morfydd House Special, Morfydd Street, Morriston, Swansea
(MIXED) (48 on roll) (Age range 4 to 17 years.) A SCALE 1 teacher is required at this school for physically handicapped and delicate children. (Post Ref. OSP/2.23.79/TES.)

A PERIPATETIC BRASS INSTRUMENTAL MUSIC TEACHER is required to teach in West Glamorgan Secondary Schools. A trombone specialist would be preferred. This is a SCALE 2 post for qualified teachers, but other experienced musicians would be paid as instructors (minimum qualification—Associated Board's Grade VIII). (Post Ref. OD/3.23.79/TES.)

DISTRICT 1 (SWANSEA WEST & GOWER) APPOINTMENTS

(District Education Officer, District 1 Education Office, Princess House, Princess Way, Swansea.)

Olchfa Comprehensive, Gower Road, Sketty, Swansea
(Mixed) (2,119 on roll) (Age range 11 to 18 years).
(i) To teach Technical Drawing/Technical Studies. SCALE 1. (Post Ref. 1S1/4.23.79/TES.)
(ii) To teach MATHEMATICS and COMPUTER STUDIES. SCALE 1. (Post Ref. 1S1/5.23.79/TES.)

Crwys Primary, Chapel Road, Three Crosses, Swansea
(Mixed) (174 on roll) (Age range 3 to 11 years) A DEPUTY HEADTEACHER is required for this GROUP 4 School. (Post Ref. 1P4/6.23.79/TES.)

DISTRICT 3 (GORSEINON) APPOINTMENTS

(District Education Officer, District 3 Education Office, The Institute, 42 Lime Street, Gorseinon, Swansea.)

Penyrheol Comprehensive, Pontarddulais Road, Gorseinon
(MIXED) (1,787 on roll) (Age range 11 to 19 years). Two teachers of BOYS' CRAFT are required to teach Woodwork, Metalwork and the use of other materials. The subject is to be taught throughout the School with the possibility of some examination work. SCALE 1. (Post Ref. 3S/8.23.79/TES.)

DISTRICT 4 (MORRISTON) APPOINTMENTS

(District Education Officer, District 4 Education Office, Morriston Infants' School, Neath Road, Morriston, Swansea.)

Ysgol Gyfun Ystalyfera, Glanyrafon Road, Ystalyfera
(MIXED) (1,239 on roll) (Age range 11 to 18 years). To teach MATHEMATICS throughout the school up to and including 'A' level. The subject is taught through the medium of English but applicants must be fluent in Welsh. SCALE 2. (Post Ref. 4S/9.23.79/TES.)

DISTRICT 6 (PORT TALBOT) APPOINTMENTS

(District Education Officer, District 6 Education Office, 40 Talbot Road, Port Talbot.)

Dyffryn Comprehensive, Bertha Road, Margam, Port Talbot
(MIXED) (1,222 on roll) (Age range 11 to 18 years). A suitably experienced teacher of COMPUTER STUDIES is required to teach the subject to C.S.E., 'O' and 'A' level. The post is based at the Computer Centre at Dyffryn Comprehensive School but involves teaching and supporting work across the County as well as involvement with appropriate in-service training courses for teachers. SCALE 3. (Post Ref. 6S7/10.23.79/TES.)

Pontrhydyfen Welsh Primary, Pontrhydyfen, Port Talbot
(MIXED) (143 on roll) (Age range 3 to 11 years). To teach top infants/lower juniors through the medium of Welsh. Applicants will be responsible for the teaching of MUSIC throughout the school and should be accomplished pianists. SCALE 2. (Post Ref. 6P8/11.23.79/TES.)

Applications forms and further particulars of specific posts are available from the addresses shown (i.e., Central Office for the first three posts listed and the appropriate District Education Office for all other posts). Please send a stamped addressed foolscap envelope(s) quoting the appropriate post reference number(s).
The CLOSING DATE for the receipt of completed application forms is THURSDAY, 13th DECEMBER, 1979.
John Beale, Director of Education.

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with s.a.e. to Head of School.

Bartley Green Girls' School, Stonehouse Lane B32 3AE
To teach RE throughout school, at least to 'O' level. Graduate preferred. Scale 2 available for person with experience and personality to take charge of subject.

Brandwood School, Sunderton Road B14 6JQ
Full-time METALWORK teacher required from January. Scale 2 post available. Well equipped Metal Workshop.

Handsworth Wood Boys' School, Church Lane B20 2HH
Scale 3 plus S.P.S. Allowance : Well qualified teacher to take charge of subject concerned :
(a) FRENCH. C.S.E. and 'O' level.
(b) MUSIC. C.S.E. 'O' and 'A' levels.
Applications from less experienced candidates wishing to be considered for Scale 2 posts welcomed for both these positions.

John Willmott School, Reddicap Heath Road, Sutton Coldfield
Required Spring Term, 1980 :
Temporary full-time post in the GIRLS P.E. Department to teach to all levels, including Gymnastics and Games. For a suitably qualified and experienced teacher the post could carry an allowance up to Scale 3. Teachers able to offer only part-time help would also be considered.

Washwood Heath School, Burney Lane, Stechford B8 2AS
Well-established, purpose-built, situated by Outer Ring Road on north-eastern side of city.
Required January or Easter : PHYSICS, Scale 2. To join a department of 12 with 10 laboratories. Courses to 'A' level.

VOLUNTARY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

Bishop Walsh School, Sutton Coldfield B76 8QT
(R.C. voluntary aided, 600 boys and girls, 80 in Sixth Form)
Required by September, 1980, DIRECTOR OF MUSIC to continue the development of Music throughout school. Excellent scope and support for an enthusiastic teacher. Scale 2 or 3 according to qualifications and experience.
Application forms and further details from Clerk to the Governors c/o Headmaster at the school. (Tel. 021-351 3215/6).

St. Chad's R.C. School, Brearley Street B19 3NR
Required January : HEAD OF ENGLISH, Scale 3. Applications to Clerk to the Governors, c/o Headmaster at the school.

St. John Wall R.C. School, Oxhill Road B21 8HH
Tel. : 021-554 1825
4 f.e. 11-16.
Required January, or as soon as possible : HOME ECONOMICS teacher, Scale 2 (Second in Department) to teach throughout school. Well established C.S.E. 'O' and 'A' level Courses in Home Economics, Needlecraft and Mode III Child Care.
Further details and application forms from Clerk to the Governors, c/o Headmaster at the school.

St. George's C.E. School, Newtown B19 3JG
(640) Diocesan, 11-16, 4 f.e. Mixed.
Required Easter : HEAD OF MATHEMATICS DEPARTMENT, Scale 3/4 plus S.P.S. Allowance for suitable, experienced candidate. Courses include 'A', 'O' and C.S.E. Examination work. Applications forms and further details from the Clerk to Governors, c/o Headmaster at the school.
Applications for this key post should be sent to the Clerk of Governors, c/o school and should arrive by 14.12.79.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and s.a.e.

Bartley Green School, Adams Hill B32 3QJ
Required January : Teacher of lower school GENERAL SUBJECTS, preferably R.E. and MATHEMATICS. (Applications from Junior and Secondary trained teachers welcome).

Bartley Green Girls' School, Stonehouse Lane B32 3AE
To teach ENGLISH throughout school, at least to 'O' level. Graduate preferred.

Broadway School, The Broadway B20 3DP
Required January : Temporary teacher for GENERAL SUBJECTS, willing to assist with BOYS' GAMES.

Castle Vale School, Farnborough Road B35 7NL
Required as soon as possible, teachers of the following :
(a) CRAFT (Metalwork/Woodwork/Plastics)
(b) MATHEMATICS
(c) MODERN LANGUAGES (French, Spanish and Russian taught)
(d) Required January : Temporary teacher of GENERAL SUBJECTS

Duddeston Manor School, Great Francis Street B7 4QR
(11-18 mixed ; 900 on roll)
Required as soon as possible : Teacher for CHEMISTRY AND GENERAL SCIENCE.

Handsworth Wood Boys' School, Church Lane B20 2HH
S.P.S.
(a) CRAFT, Wood or Metal.
(b) SCIENCE, Chemistry or Physics. C.S.E. and 'O' level. Possible 'A' level work for well qualified candidate.

Harborne Hill School, Harborne Road B15 3JL
Required January : MATHEMATICS (with opportunity for some Computer Studies) to teach to C.S.E. and 'O' level.

John Willmott School, Reddicap Heath Road, Sutton Coldfield B75 7DY
Required 2nd February, 1980. Temporary full-time post in MODERN LANGUAGES DEPARTMENT to teach mainly German to 'O' and 'A' level, but also some French if possible. Part-time also considered. There is a possibility that the post may become permanent.

Nechells School, Eliot Street B7 4LB
Required January, for two terms only : teacher of SCIENCE.

Swanshurst Girls' School, Brook Lane B13 0TW
1,600 on roll.
Required January : Teacher in ART Department. 'A', 'O' and CSE work.

Washwood Heath School, Burney Lane B8 2AS
Required January or Easter :
(a) MATHEMATICS. To join a department of nine specialists. Courses to 'A' level.
(b) FRENCH. Temporary post because of the absence of a teacher on maternity leave. Possibility of permanency. Please specify any second language.
(c) GENERAL SUBJECTS : temporary post.
(d) ART/CRAFT : temporary post because of the absence of a teacher on maternity leave.

Waverley School, Hobmoor Road B10 9BT
SCIENCE. To teach mainly Physics to CSE/'O' levels, with some Biology.

VOLUNTARY SECONDARY SCHOOLS

SCALE 1 POSTS

St. George's C.E. School, Newtown B19 3JG
Required January :
(a) Temporary teacher of MATHEMATICS.
(b) Assistant teacher of FRENCH.

St. John Wall R.C. School, Oxhill Road B21 8HH
Required January : Temporary teachers of :
(a) HOME ECONOMICS.
(b) MATHEMATICS.
Application forms and further details from the Clerk to Governors, c/o Headmaster at the school.
There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

EAST DEVON

(Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter)

Exmouth St. Joseph's R.C. (Aided) Primary School

Long Causeway, Exmouth EX8 1TR (Roll : 160)

DEPUTY HEAD TEACHER (GROUP 4)

Required April or September, 1980, with a lively interest in current educational developments. Candidates must be able to teach in any area of the Junior Department, to undertake organisational responsibilities and to lead in a major aspect of the curriculum. Music an advantage. Practising Catholic essential. Closing date : 14th December, 1979.

Exeter, The Dryden Hospital Special School

Exe Vale Hospital, Exeter (Approximate Roll : 40)

DEPUTY HEAD TEACHER (GROUP 4(S))

Required April, 1980, for this hospital special school. This School will provide education to primary and secondary age children whilst they receive assessment and psychiatric treatment at the Dryden Clinic. Previous applicants will be reconsidered. Closing date : 14th December, 1979. Application form and further details from Area Education Officer.

Cullompton County Infants' School

(Roll : 240)

DEPUTY HEAD (GROUP 4)

Required April, 1980, for this new Group 4 Open-Plan First School which is due to open in April, 1980. The successful applicant will be expected to take an active part in administration. Application forms obtainable from Area Education Officer. Closing date : 14th December, 1979.

Colyton County Primary School

The Butts, Colyton (Roll : 140)

DEPUTY HEAD TEACHER

Required April, 1980, for this Group 3 Primary School. An experienced and enthusiastic teacher, to make a strong contribution to the life of the school, to take an active part in administration, be responsible for a major curriculum area, and to teach in the junior part of the school. Ability to offer music an advantage. Previous applicants will be reconsidered. Closing date : 11th December, 1979.

Exeter, Topsham Middle (8-12 years) School

Parkfield Road, Topsham, Exeter (Roll : 164)

ASSISTANT TEACHER, SCALE 1

Required January or April, 1980, for GENERAL SUBJECTS, as a member of a team of three to the first and second years. Music an advantage. Closing date : 14th December, 1979.

Exmouth, Marpool County Primary School

Moorfield Road, Exmouth (Roll : 291)

ASSISTANT TEACHER, SCALE 1

Required January or April, 1980, for 2nd/3rd year juniors : an interest in science, boys' games and P.E. (including swimming). Closing date : 14th December, 1979.

WEST DEVON

(Area Education Officer, Civic Centre, Plymouth)

Ford County Primary School

Cambridge Road, Ford, Plymouth PL2 1PU (Roll : 290)

ASSISTANT TEACHER, SCALE 3

Required April, 1980, to assume ultimate responsibility for the work and organisation of the Infants' Department ,with special responsibility for the development of Mathematics. An interest in co-operative teaching desirable. Previous applicants need not reapply. Closing date : 12th December, 1979.

Ernesettle County Secondary School

Northolt Avenue, Plymouth PL5 2TR (Roll : 340)

TEMPORARY ASSISTANT TEACHER, SCALE 1

Required January, 1980, for COMMERCE with History or Geography. Temporary appointment for two terms. Closing date : 12th December, 1979.

SOUTH DEVON

(Area Education Officer, Oldway, Paignton)

Dawlish School

Elm Grove Road, Dawlish (Roll : 770)

SECOND MASTER/MISTRESS (DEPUTY HEADTEACHER SCALE)

Required April, 1980, for this Group 10, 11-18 Comprehensive. To be a member of the senior management team, with special responsibility for Girls' Welfare and Discipline. Closing date : 12th December, 1979.

Torquay Boys' Grammar School

Barton Road, Torquay (Roll : 781)

GRADUATE TEACHER, SCALE 1

Required April, 1980, or earlier if possible, for ENGLISH. Closing date : 12th December, 1979.

DEVON

SECONDARY
Commercial Subjects
continued

HILLINGDON
(London Borough of)
TOWNMEAD SCHOOL
Vine Lane, Hillingdon
Uxbridge UB10 0LD
(Number on roll—955—92 in Sixth Form)

Head Teacher, C. Leon-Smith, M.A. This is a six-form entry comprehensive school with modern buildings all on one site.
Required as soon as possible a qualified TEACHER/INSTRUCTOR for a temporary appointment to assist the Head of Department with an evolution of secretarial and business studies courses in the fourth, fifth and sixth years. C.S.E., R.S.A. and Pitman's examinations are taken at the present time and it is hoped to develop a suitable "O" or "A" level course. The department has a well designed teaching area, with full audio-typing facilities, and a well equipped Model Office complete with an IBM Golfball typewriter and a word processor. Luxury not either/or when may be considered more important than experience and the post would be very suitable as a first appointment.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance payable.

KINGSTON upon Thames
(Royal Borough of)
TOLWORTH GIRLS' SCHOOL
Fullers Way South, Tolworth
Surbiton KT6 7LQ
Telephone: 01-397 3854)
1,005 girls on roll
Required for January 1980, an Administrative TEACHER or BUSINESS STUDIES expert to join a well established department, of four teachers, offering Commercial Subjects to C.S.E. and G.C.E. "O" level. The work is with the 4th Form. Courses leading to London Chamber of Commerce Secretarial Certificates offered as well as those leading to R.S.A. examinations. The successful candidate should be prepared to offer Typing, Pitman 2000 Shorthand, Office Practice, Commerce and Communications. Considerable scope for teaching a wide variety of subjects, and applications from newly qualified teachers are welcomed.
London Allowance £527
Assistance may be given with removal expenses.
Application forms obtainable from The Headmistress at the school to be returned to her as soon as possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE

ROWAN HIGH SCHOOL
Rowan Road, London
SW16 5JU
Headmistress : Mrs. D. G. Haugh
Tel : 01-761 1761
(Age range : 13 to 18 years)
(Number on Roll : 731)

Required as soon as possible a Scale 3 (temporary part-time (0.4 — 0.5 per week) TEACHER for BUSINESS STUDIES.
London Allowance £474.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date : December 7, 1979.

NEWHAM
(London Borough of)
SARAH BONNELL SCHOOL
Deanery Road, London E15 4LP
Telephone: 01-534 6701
Head Teacher: Mrs. P. A. Thomas
Roll : 1,040 (all girls)
Required as soon as possible a qualified TEACHER/INSTRUCTOR for a temporary appointment to assist in the work of the COMMERCE and BUSINESS STUDIES Department. Scale 1.
London Weighting £474 plus Social Priority Allowance £260 (1979).
Application forms and details may be obtained from the Head Teacher to whom they should be returned by 14th December.
Director of Education, Education Offices, Stratford, London E15 4BH.

KINGSTON upon Thames
(Royal Borough of)
TOLWORTH GIRLS' SCHOOL
Fullers Way South, Tolworth
Surbiton KT6 7LQ
Telephone: 01-397 3854)
1,005 girls on roll
Required for January 1980, an Administrative TEACHER or BUSINESS STUDIES expert to join a well established department, of four teachers, offering Commercial Subjects to C.S.E. and G.C.E. "O" level. The work is with the 4th Form. Courses leading to London Chamber of Commerce Secretarial Certificates offered as well as those leading to R.S.A. examinations. The successful candidate should be prepared to offer Typing, Pitman 2000 Shorthand, Office Practice, Commerce and Communications. Considerable scope for teaching a wide variety of subjects, and applications from newly qualified teachers are welcomed.
London Allowance £527
Assistance may be given with removal expenses.
Application forms obtainable from The Headmistress at the school to be returned to her as soon as possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE

ROWAN HIGH SCHOOL
Rowan Road, London
SW16 5JU
Headmistress : Mrs. D. G. Haugh
Tel : 01-761 1761
(Age range : 13 to 18 years)
(Number on Roll : 731)

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London Allowance £474.
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London Weighting £474 plus Social Priority Allowance £260 (1979).
Application forms and details may be obtained from the Head Teacher to whom they should be returned by 14th December.
Director of Education, Education Offices, Stratford, London E15 4BH.

HEREFORD AND WORCESTER
COUNTY COUNCIL

HARLEY R.C. HIGH SCHOOL
Bruce Lane, Hagley, Stourbridge
West Midlands DY9 9AE

Required for Easter, 1980, an experienced TEACHER of BIOLOGICAL SCIENCE to be responsible for this subject. Scale 3. The post will be created on the retirement of the present holder and, as well as being demanding, involves a large amount of Sixth Form work. Courses are offered at C.S.E. and G.C.E. level, and applicants would be expected to participate in operations with the Upper School.
Apply in writing giving full particulars of qualifications and specified interests and addresses of two referees, to the Headteacher at the school in Bridgnorth Lane, Shurdington, Cheltenham.

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
SCHOLEMOOR SCHOOL
(Number on Roll 1,040. Sixth Form 160)
Required for January, 1980, a temporary TEACHER of HOME ECONOMICS (Scale 1) to cover for maternity leave. The successful applicant will be expected to teach to "O" level and CSE, including 16-plus Home Economics and help with Needlework.
Application forms may be obtained from the Staffing and Training Unit, 4th Floor, Provincial House, Bradford BD1 1ND and should be returned to the Head Teacher, Scholemoor, Manor Road, Heaton, Bradford BD9 6JE, by 14th December, 1979.

CROYDON
(London Borough of)
BRIGHTON HIGH
Shirley Church Road
Shirley, Croydon CR0 5EG
Telephone : 01-654 2955/8

Timetable : January 1980

TEACHER of HOME ECONOMICS at this mixed comprehensive school for pupils of 11-14 years of age. During their first two years all pupils spend half a year taking Cookery and Needlework as separate subjects in think about a year each. Cookery and Needlework become optional subjects in the third year and members of the Home Economics Department, which is large and modern, will equ-nuce 12 Cookery Centres and 4 Needlework Rooms and situated in very pleasant open surroundings.
SALARY—Burnham Scale 1, with London Area Allowance. Reasonable removal expenses will be reimbursed (details on request). Please send for application form to S.T.A.F.F. Room and returnable to the Head Teacher at the above address as soon as possible.

CHESHIRE
EDUCATION COMMITTEE

WEAVERHAM HIGH SCHOOL
Lime Avenue, Weaverham,
Near Northwich, Cheshire
CW8 3HT

1st January, 1980, (or as soon as possible thereafter).

SCALE 1 NEEDLEWORK

Well qualified teacher to join Home Economics Department in developing 11 to 16 with seven forms entry Comprehensive School, in delightful semi-rural area of mid-Cheshire.
Full details and application forms available from the Head Teacher. Closing date: 14 days from appearance of advertisement.

ENFIELD
(London Borough of)
ALBANY BOYS' SCHOOL
Willoury Way, London, N18 1BX
(Mixed Comprehensive)
Sixth-form Entry
(Roll : 1,050)
Required for January, 1980, or as soon as possible thereafter, TEACHER of HOME ECONOMICS. Specialist TEACHER for the Second Year Group to teach MATHEMATICS to other groups. Interest in outdoor activities desirable. S.P.A. Allowance payable.
Application forms and further details can be obtained from the Headteacher at the school in Brimsdown Lane, Enfield, Middlesex EN3 7QE.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION

STURRY SECONDARY SCHOOL
Alfred—Group 10
Broadstairs Road, Sturry, Canterbury
Required for January, 1980, or earlier if possible, ASSISTANT TEACHER to teach MATHEMATICS in the Mathematics Department. Ability to teach examination classes in the comprehensive range within the C.S.E. Mode—leading to G.C.E. "O" level. Applicants should be qualified in Child Development and Needlework. Ability to participate in operations with the Upper School.
Apply in writing giving full particulars of qualifications and specified interests and addresses of two referees, to the Headteacher at the school in Broadstairs Road, Sturry, near Canterbury.

KINGSTON upon Thames
(Royal Borough of)
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton,
Surrey KT5 8EU
Telephone: 01-399 2937
Six form entry, mixed, strong sixth form with courses up to university entrance.
Required for January 1980, TEACHER of HOME ECONOMICS (Scale 1) able to teach up to Examination level in the fifth year. This is a well appointed and spacious department, including boys and girls, with successful courses up to "O" level. Full or part-time applications considered. Temporary vacancy for 1980.
London Allowance £527.
Application forms and further details from the Headmaster at the School, to be returned to him as soon as possible.

SOLIHULL
EDUCATION COMMITTEE
WHITESMORE SCHOOL
Chelmsley Wood, Birmingham,
B37 5UL
Nine-form entry purpose-built fully Comprehensive (11-18) school serving a densely urban area on the outskirts of Birmingham. The school already developed community links.
Required for January, 1980
ASSISTANT TEACHER in HOME ECONOMICS DEPARTMENT, preferably with "O" level Cookery and Needlework (Scale 1).
Applications, in writing to the Head, John Dalton, at the school.
Please enclose stamped addressed envelope.

SOLIHULL
EDUCATION COMMITTEE
KINGHURST SCHOOL
Cooks Lane, Kingshurst
Birmingham B37 6HS
Tel.: 021-770 1627
All Ability 11-18
(Number on roll, mixed, 1156 years: 1,000
Required for January, 1980
Scale 3, TEACHER of HOME ECONOMICS,
To join a large and expanding department, with popular and successful examination courses leading to "O" level and C.S.E. in Home Economics, Child Care and Needlework.
Letters of application to the Headmaster, Mr. Peter Hall, to include cap envelope.

Economics

Scale 1 Posts

EALING
(London Borough)
DRUGE COLLEGE
CARDINAL WISEMAN R.C. HIGH SCHOOL
Greenford Road, Greenford, Middlesex UB6 9AG
Required for January, 1980, or as soon as possible thereafter, well qualified TEACHER to teach ECONOMICS, Scale 1, to the equivalent of 0.5 of a normal teaching commitment. The post is for a 5 year comprehensive with 1,057 on roll and 160 in the Sixth Form. Applicants should have an interest in Sociology and/or Economics.
Application forms available from the Headteacher.
London Allowance payable.
Letters of application to be sent to the Headteacher within 14 days of the appearance of this advertisement, giving full curriculum vitae and the names and addresses of two referees (S.A.E.).

HOCKERILL SCHOOL
New school, opened 1978, now has 360 boys and girls (11-16) Bishops Stortford, Herts
Telephone: Bishop's Stortford 54911
Required for January, 1980, TEACHER of HOME ECONOMICS (Scale 1) to take charge of the Department. Opportunity to develop courses including 16-plus Home Economics and help with Needlework.
Application forms may be obtained from the Staffing and Training Unit, 4th Floor, Provincial House, Bradford BD1 1ND and should be returned to the Head, Mrs. Jean Cornell, Manor School, Harrogate Road, Bradford BD10 0JE, by 14th December, 1979.

CROYDON
(London Borough of)
BRIGHTON HIGH
Shirley Church Road
Shirley, Croydon CR0 5EG
Telephone : 01-654 2955/8

Timetable : January 1980

TEACHER of HOME ECONOMICS at this mixed comprehensive school for pupils of 11-14 years of age. During their first two years all pupils spend half a year taking Cookery and Needlework as separate subjects in think about a year each. Cookery and Needlework become optional subjects in the third year and members of the Home Economics Department, which is large and modern, will equ-nuce 12 Cookery Centres and 4 Needlework Rooms and situated in very pleasant open surroundings.
SALARY—Burnham Scale 1, with London Area Allowance. Reasonable removal expenses will be reimbursed (details on request). Please send for application form to S.T.A.F.F. Room and returnable to the Head Teacher at the above address as soon as possible.

HAVERING
(London Borough of)
ROMFORD PARK SCHOOL
(Mixed 11-16 Co-educational)
Heaven Drive, Romford
Essex RM3 7SJ
TEACHER of HOME ECONOMICS, Scale 1.
For further details see our display advertisement under secondary vacancies.

HILLINGDON
(London Borough of)
ORCHARD HIGH SCHOOL
The Driveway, Ickenham, Uxbridge UB8 2PR
(Number on roll—1,038—91 in Sixth Form)
Head Teacher: R. F. Warren, BSc
Deputy Head Teacher: Miss M. Hall, BA
Required for January, 1980, a TEACHER of HOME ECONOMICS to take charge of the Department. Applicants should be qualified to teach Needlework to "O" level and Cookery to C.S.E. and "O" level. Experience in operating a Resource Centre would be an advantage.
Application forms and further details are obtainable from the Headteacher at the addresses shown above. Applications should include detailed information regarding academic and professional qualifications and experience together with the names and addresses of three referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above by not later than Friday, 14th December, 1979.

English

Heads of Departments

ESSEX

CLIFTONS HIGH SCHOOL
(Roll 1,400)
Clifton-on-Sea, Essex
Telephone: Clifton-on-Sea 3366
HEAD of ENGLISH, Scale 4, to take charge of the English Department, organise courses and assist with general management. Applicants should be graduates with a good honours degree and successful experience in teaching English to pupils of all abilities. Candidates should be able to contribute to the development of the Sixth Form and to the Remedial Department. Experience in teaching Drama and Speech and Communication Studies would be an advantage.
Application forms and further details from the Headteacher, Mr. D. J. Gillin

HEAD of ENGLISH Scale 3 plus S.P.A. Allowance

NICHOLAS COMPREHENSIVE SCHOOL
(Roll 1,400)
St. Nicholas Lane, Laindon, Basildon
Telephone: Basildon 43661
HEAD of ENGLISH, Scale 4, required January, 1980, to take successful progressive 11-18 Comprehensive with ability to teach London Fringe allowance of £527 per annum.
For the Sixth Form, courses in Literature and Language are offered to "A" level and Scholarship standard.
Letters of application, giving full curriculum vitae and including names of two referees should be sent to the Head Teacher as soon as possible.

HAVERING
(London Borough of)
CORBALEAN PARK SCHOOL
(Mixed 11-16 Co-educational)
Heaven Drive, Romford
Essex RM3 7SJ
TEACHER of HOME ECONOMICS, Scale 1.
For further details see our display advertisement under secondary vacancies.

HILLINGDON
(London Borough of)
ORCHARD HIGH SCHOOL
The Driveway, Ickenham, Uxbridge UB8 2PR
(Number on roll—1,038—91 in Sixth Form)
Head Teacher: R. F. Warren, BSc
Deputy Head Teacher: Miss M. Hall, BA
Required for January, 1980, a TEACHER of HOME ECONOMICS to take charge of the Department. Applicants should be qualified to teach Needlework to "O" level and Cookery to C.S.E. and "O" level. Experience in operating a Resource Centre would be an advantage.
Application forms and further details are obtainable from the Headteacher at the addresses shown above. Applications should include detailed information regarding academic and professional qualifications and experience together with the names and addresses of three referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above by not later than Friday, 14th December, 1979.

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

11-18 SCHOOLS

SCALE 2 FRENCH (Re-advertisement)
DYKE HOUSE SCHOOL (Roll 1,391)
Mapleton Road, Hartlepool, Cleveland TS24 8NG
(Tel : Hartlepool 66377)
Required for January, 1980, or as soon as possible thereafter a teacher to be second in the FRENCH department. Opportunity to teach to 'O' and 'A' level for a suitable candidate.

SCALE 2 GIRLS' PHYSICAL EDUCATION
HENRY SMITH SCHOOL (Roll 1,269)
King Oswy Drive, Hartlepool, Cleveland TS24 9PB
(Tel : Hartlepool 68788)
Required for Easter, 1980, a suitably qualified girls' games teacher to be responsible for the development of GIRLS' PHYSICAL EDUCATION within the Physical Education Department. Facilities include sports hall, gymnasium, swimming pool and playing fields.

SCALE 1 SCIENCE (Re-advertisement)
HIGH TUNSTALL SCHOOL (Roll 1,378)
Elwick Road, Hartlepool, Cleveland TS26 0LB
(Tel : Hartlepool 76446)
Required for January, 1980, or as soon as possible thereafter a graduate teacher of SCIENCE to teach PHYSICS and CHEMISTRY. Opportunity of more advanced work for a suitable candidate.

11-16 SCHOOL

SCALE 1 HISTORY
GILLSBROOK SCHOOL (Roll 1,142)
Normanby Road, South Bank, Cleveland TS6 9AG
(Tel : Eston Grange 4882811)
Required for January, 1980, a teacher for HISTORY. Good work available for a suitable candidate.
Financial assistance with household removal expenses in approved cases.
Application forms and further details are obtainable from the Headteachers at the addresses shown above. Applications should include detailed information regarding academic and professional qualifications and experience together with the names and addresses of three referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above by not later than Friday, 14th December, 1979.

Mathematics

Heads of Departments

ESSEX

CLIFTONS HIGH SCHOOL
(Roll 1,400)
Clifton-on-Sea, Essex
Telephone: Clifton-on-Sea 3366
HEAD of ENGLISH, Scale 4, to take charge of the English Department, organise courses and assist with general management. Applicants should be graduates with a good honours degree and successful experience in teaching English to pupils of all abilities. Candidates should be able to contribute to the development of the Sixth Form and to the Remedial Department. Experience in teaching Drama and Speech and Communication Studies would be an advantage.
Application forms and further details from the Headteacher, Mr. D. J. Gillin

HEAD of ENGLISH Scale 3 plus S.P.A. Allowance

NICHOLAS COMPREHENSIVE SCHOOL
(Roll 1,400)
St. Nicholas Lane, Laindon, Basildon
Telephone: Basildon 43661
HEAD of ENGLISH, Scale 3, required January, 1980, to take successful progressive 11-18 Comprehensive with ability to teach London Fringe allowance of £527 per annum.
For the Sixth Form, courses in Literature and Language are offered to "A" level and Scholarship standard.
Letters of application, giving full curriculum vitae and including names of two referees should be sent to the Head Teacher as soon as possible.

ENFIELD
(London Borough of)
MINCHENDEN SCHOOL
High Street, Southgate
London, N14 6BN
Mixed Comprehensive : Roll 1,400)
Required for January, 1980, or as soon as possible thereafter, a Scale 3 or Scale 4 TEACHER for HOME ECONOMICS with ability to teach Cookery and/or Needlework to C.S.E. and G.C.E. "O" level standard.
London Allowance payable £527 per annum.
Letters of application, giving full curriculum vitae and including names of two referees, should be sent to the Head Teacher as soon as possible.

HAVERING
(London Borough of)
CORBALEAN PARK SCHOOL
(Mixed 11-16 Co-educational)
Heaven Drive, Romford
Essex RM3 7SJ
TEACHER of HOME ECONOMICS, Scale 1.
For further details see our display advertisement under secondary vacancies.

HILLINGDON
(London Borough of)
ORCHARD HIGH SCHOOL
The Driveway, Ickenham, Uxbridge UB8 2PR
(Number on roll—1,038—91 in Sixth Form)
Head Teacher: R. F. Warren, BSc
Deputy Head Teacher: Miss M. Hall, BA
Required for January, 1980, a TEACHER of HOME ECONOMICS to take charge of the Department. Applicants should be qualified to teach Needlework to "O" level and Cookery to C.S.E. and "O" level. Experience in operating a Resource Centre would be an advantage.
Application forms and further details are obtainable from the Headteacher at the addresses shown above. Applications should include detailed information regarding academic and professional qualifications and experience together with the names and addresses of three referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above by not later than Friday, 14th December, 1979.

SECONDARY
English
continued

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and adjoins Epping Forest. London addition to salary payable.
Required for Easter, 1980:—
BEAUCHAMP HIGH SCHOOL
Raynton Road, London, N17 6HB
Head Teacher, Mr. D. J. Gillin
HEAD of ENGLISH Scale 3 plus S.P.A. Allowance.

An energetic teacher with proven academic and organising ability is required to join this Mixed Comprehensive 11-18 (Sixth Form Roll 210 — 14 years) to join a team of four teachers working in this successful department with a well stocked library and good audio-visual aids up.
Application forms obtainable from the Head Teacher on receipt of S.A.E.
Closing date: 12th December, 1979.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED)
COMPREHENSIVE SCHOOL
Dudden Hill Lane, London NW10 2AT
(Roll 1,430, 11 to 18)
Sixth Form 300 approx.)
Required from January or as soon as possible thereafter a SCIENCE TEACHER to take charge of the Physical Science Department. Senior Scheme Scale 4 post for candidate with ability to teach Physics to 'A' level.
Applications, in writing to the Headteacher, Mr. W. G. Hound, M.A. Tel. : 01-459 6611.
Age Range 13-18 16 years No.

Required in April or September, 1980, an enthusiastic and well-qualified TEACHER of SECONDARY in the ENGLISH DEPARTMENT. This is an excellent opportunity for an energetic graduate teacher to join a strong team in an 11-18 comprehensive school.
London Allowance £474.
Legal expenses up to £100 and assistance towards removal expenses will be considered where appropriate.
Apply directly to the Headmaster at the school, either by letter or in person.
Closing date December 7, 1979.

Scale 1 Posts

BROMLEY
(London Borough of)
BULLERS WOOD SCHOOL FOR BOYS
Manor Way, Bickenham, Kent
(London Area Allowances)
Required for January 1980 TEACHER of ENGLISH.
A teacher is looked for able to make a contribution to examination work as well as teaching a range of ability in the lower school. The post would be suitable for a new entrant to the teaching profession or for an experienced applicant keen to develop a scale post would be suitable, and would provide scope for experience in all aspects of education and the pursuit of individual interests. Preferably time or a literary character, within our school situation.
Salary, Burnham Scale, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request). Please send for application form to S.T.A.F.F. Room and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
COUNTY COUNCIL
Tibbot Road, Chesterfield S43 4QR
From January 1980 or earlier
Scale 1 TEACHER of ENGLISH to work within the Remedial Department of this 11-16 Comprehensive School situated on the edge of the Derbyshire Dales.
Letters of application together with curriculum vitae to the Headmaster.

DURHAM
COUNTY COUNCIL
SEDGEFIELD COMMUNITY COLLEGE
11-18 years, 1,700 on roll
ENGLISH teacher required for January 1980 or earlier if possible to appointment as Scale 1 GRADUATE required for April 1980, or earlier if possible, to appointment as Scale 1 TEACHER of ENGLISH.
Salaries according to Burnham Scale.
Forms of application and further particulars may be obtained from the Principal, Sedgefield Community College, Durham.
Closing date for receipt of applications 7th December, 1979.

ENFIELD
(London Borough of)
ALBANY BOYS' SCHOOL
Hall Lane, Enfield, Middlesex
(8 Form Mixed Comprehensive)
(Roll : 1,050)
Required for January, 1980, or as soon as possible thereafter, ENGLISH TEACHER Scale 1, duties to include a term as Lower Sixth Form Tutor.
Salary according to Burnham Scale.
Application forms and further details may be obtained from the Headteacher, to whom they should be returned as soon as possible.

HAMPSHIRE
FERNHILL SCHOOL
(Comprehensive) (Mixed)
Fernhill Duke Road
Gosport
Number on Roll : 1,025
Required for January or Easter 1980
TEACHER of ENGLISH throughout the school.
Closing date one week after appearance of this advertisement.
Letter of application nominating two professional referees to Head Teacher, Lower Quay Road, Fareham, Hants, PO16 0RA.

HAMPSHIRE
HERON WOOD SCHOOL
Comprehensive Boys 11-16)
Tongham Road, Aldershot
Number on roll 960
Scale 3
Required for Easter 1980 or earlier
SECOND ENGLISH DEPARTMENT
Scale 1 TEACHER to take charge of the Remedial Department and assist in the Senior School. Scale 2 post for graduate with ability to teach English to 'A' level.
Letters of application nominating two referees (Head Teacher and S.A.E. for details.

HAMPSHIRE
THE WINTERSTEN SCHOOL
Whitegate Lane, Romsey,
Hants. SO51 8ZL
Mixed Comprehensive
(Roll 1,250 on roll)
Required for January, 1980, or as soon as possible thereafter, a TEACHER of ENGLISH to take charge of the Remedial Department.
Application forms and further details may be obtained from the Headteacher, Mr. D. Finlay.

HOUNSLOW
(London Borough of)
EDUCATION COUNTRY
Education Department, Its Centre, Lampton Road, Hounslow
TW3 4DU
Telephone 01-570 7728
Required for January, 1980, or as soon as possible thereafter a TEACHER of ENGLISH to take charge of the English Department in this 11-18 Comprehensive School. Applicants should be graduates with a good honours degree and successful experience in teaching English to pupils of all abilities. Candidates should be able to contribute to the development of the Sixth Form and to the Remedial Department. Experience in teaching Drama and Speech and Communication Studies would be an advantage.
Application forms and further details from the Headteacher, Mr. D. J. Gillin

HEAD of ENGLISH Scale 3 plus S.P.A. Allowance.

An energetic teacher with proven academic and organising ability is required to join this Mixed Comprehensive 11-18 (Sixth Form Roll 210 — 14 years) to join a team of four teachers working in this successful department with a well stocked library and good audio-visual aids up.
Application forms obtainable from the Head Teacher on receipt of S.A.E.
Closing date: 12th December, 1979.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED)
COMPREHENSIVE SCHOOL
Dudden Hill Lane, London NW10 2AT
(Roll 1,430, 11 to 18)
Sixth Form 300 approx.)
Required from January or as soon as possible thereafter a SCIENCE TEACHER to take charge of the Physical Science Department. Senior Scheme Scale 4 post for graduate with ability to teach Physics to 'A' level.
Applications, in writing to the Headteacher, Mr. W. G. Hound, M.A. Tel. : 01-459 6611.
Age Range 13-18 16 years No.

Required in April or September, 1980, an enthusiastic and well-qualified TEACHER of SECONDARY in the ENGLISH DEPARTMENT. This is an excellent opportunity for an energetic graduate teacher to join a strong team in an 11-18 comprehensive school.
London Allowance £474.
Legal expenses up to £100 and assistance towards removal expenses will be considered where appropriate.
Apply directly to the Headmaster at the school, either by letter or in person.
Closing date December 7, 1979.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE CALDER HIGH SCHOOL
Rise Hey Lane, Mytholmroyd,
Hebden Bridge
(1,300 on Roll)
(Re-advertisement)
Required for April, 1980, a TEACHER of ENGLISH, Scale 2, to take responsibility for the teaching of DRAMA.
Application forms and further details, obtainable on receipt of foolscap S.A.E. from the Headteacher to whom completed forms should be returned by December 14, 1979.

ESSEX
THE DEANES SCHOOL
(Roll 1,300)
11 to 16 Comprehensive
Boys Heath Road, Benfleet
SS7 2PJ
Telephone: Rayleigh 773543
HEAD of ENGLISH DEPARTMENT, Scale 3
Experienced, well-qualified, enthusiastic specialist required April, 1980, Economic subject content. Who can offer a course throughout ages 11 to 16?
Curriculum vitae and names of referees to Head Teacher (Foolscap S.A.E.).

HAMPSHIRE
HERON WOOD SCHOOL
Comprehensive Boys 11-16)
Tongham Road, Aldershot
Number on Roll: 960
Scale 3
Required for Easter 1980 or earlier
SECOND ENGLISH DEPARTMENT
Scale 1 TEACHER to take charge of the Remedial Department and assist in the Senior School. Scale 2 post for graduate with ability to teach English to 'A' level.
Letters of application nominating two referees (Head Teacher and S.A.E. for details.

HOUNSLOW
(London Borough of)
EDUCATION COUNTRY
Education Department, Its Centre, Lampton Road, Hounslow
TW3 4DU
Telephone 01-570 7728
Required for January, 1980, or as soon as possible thereafter a TEACHER of ENGLISH to take charge of the English Department in this 11-18 Comprehensive School. Applicants should be graduates with a good honours degree and successful experience in teaching English to pupils of all abilities. Candidates should be able to contribute to the development of the Sixth Form and to the Remedial Department. Experience in teaching Drama and Speech and Communication Studies would be an advantage.
Application forms and further details from the Headteacher, Mr. D. J. Gillin

HEAD of ENGLISH Scale 3 plus S.P.A. Allowance.

An energetic teacher with proven academic and organising ability is required to join this Mixed Comprehensive 11-18 (Sixth Form Roll 210 — 14 years) to join a team of four teachers working in this successful department with a well stocked library and good audio-visual aids up.
Application forms obtainable from the Head Teacher on receipt of S.A.E.
Closing date: 12th December, 1979.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED)
COMPREHENSIVE SCHOOL
Dudden Hill Lane, London NW10 2AT
(Roll 1,430, 11 to 18)
Sixth Form 300 approx.)
Required from January or as soon as possible thereafter a SCIENCE TEACHER to take charge of the Physical Science Department. Senior Scheme Scale 4 post for graduate with ability to teach Physics to 'A' level.
Applications, in writing to the Headteacher, Mr. W. G. Hound, M.A. Tel. : 01-459 6611.
Age Range 13-18 16 years No.

Required in April or September, 1980, an enthusiastic and well-qualified TEACHER of SECONDARY in the ENGLISH DEPARTMENT. This is an excellent opportunity for an energetic graduate teacher to join a strong team in an 11-18 comprehensive school.
London Allowance £474.
Legal expenses up to £100 and assistance towards removal expenses will be considered where appropriate.
Apply directly to the Headmaster at the school, either by letter or in person.
Closing date December 7, 1979.

HAVERING
(London Borough of)
HAVERING SCHOOL FOR BOYS
Main Way, Havering, Romford, Essex
(London Area Allowances)
Required for January 1980 TEACHER of ENGLISH.
A teacher is looked for able to make a contribution to examination work as well as teaching a range of ability in the lower school. The post would be suitable for a new entrant to the teaching profession or for an experienced applicant keen to develop a scale post would be suitable, and would provide scope for experience in all aspects of education and the pursuit of individual interests. Preferably time or a literary character, within our school situation.
Salary, Burnham Scale, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request). Please send for application form to S.T.A.F.F. Room and returnable to the Head Teacher at the above address as soon as possible.

CAMBRIDGESHIRE
HUNTINGDON AREA
ALWYN COMMUNITY SCHOOL
Hinchingbrooke, Cambridge
Required for January, 1980, or earlier if possible, a TEMPORARY ASSISTANT TEACHER of ENGLISH in mixed 11-16 Comprehensive School.
Letters of application together with curriculum vitae to the Headmaster.

DURHAM
COUNTY COUNCIL
SEDGEFIELD COMMUNITY COLLEGE
11-18 years, 1,700 on roll
ENGLISH teacher required for January 1980 or earlier if possible to appointment as Scale 1 GRADUATE required for April 1980, or earlier if possible, to appointment as Scale 1 TEACHER of ENGLISH.
Salaries according to Burnham Scale.
Forms of application and further particulars may be obtained from the Principal, Sedgefield Community College, Durham.
Closing date for receipt of applications 7th December, 1979.

ENFIELD
(London Borough of)
ALBANY BOYS' SCHOOL
Hall Lane, Enfield, Middlesex
(8 Form Mixed Comprehensive)
(Roll : 1,050)
Required for January, 1980, or as soon as possible thereafter, ENGLISH TEACHER Scale 1, duties to include a term as Lower Sixth Form Tutor.
Salary according to Burnham Scale.
Application forms and further details may be obtained from the Headteacher, to whom they should be returned as soon as possible.

HAMPSHIRE
FERNHILL SCHOOL
(Comprehensive) (Mixed)
Fernhill Duke Road
Gosport
Number on Roll : 1,025
Required for January or Easter 1980
TEACHER of ENGLISH throughout the school.
Closing date one week after appearance of this advertisement.
Letter of application nominating two professional referees to Head Teacher, Lower Quay Road, Fareham, Hants, PO16 0RA.

**H

SECONDARY
English
continued

SOLIHULL
EDUCATION COMMITTEE
ALDERBROOK SCHOOL
Headmaster: H. Lowe, B.Sc.
This Comprehensive 11-18 School (amalgamation on roll 1,400) began (majority 13+ pupils) in September 1978, fully developed over the next three years from 4 Grammar School.
Required for April 1980.
A well qualified and experienced specialist in ENGLISH to be HEAD of the COMMUNICATIONS department. Duties will include responsibility for the determination of English Communication Studies throughout the school. Senior post within the Scheme of Responsibility Allowances. Candidates will be a member of the management team that meets regularly.
A letter of application, naming two referees, should be sent to the Headmaster, Alderbrook School, Alderbrook Road, Solihull B91 1EP.

SOLIHULL
EDUCATION COMMITTEE
LIGHT HALL SCHOOL
Ridgeway Road, Shirley, Solihull B90 2JZ. West Midlands (11-16). Two 2-form entry Comprehensive Schools (1,100 pupils)
Required as soon as possible.
TEACHER of GEOGRAPHY to scale 2 (with possibility of Head of Lower School (Humanities) or Local Studies. Scale 3 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.
Ref. 697-2/1/79.

BEXLEY
(London Borough)
SIDCUP SCHOOL, Leith, Kent. DA15 8BN
Tel: 01-300 1200
Vacancy only covering the entire period 1980 to 1982 inclusive.
Required for January, 1980, or as soon as possible.
TEACHER of GEOGRAPHY to scale 2 (with possibility of scale 3 post should up to and including 'A' level work be required from the Headmaster.
B.A.E.C. £327. Assistance with removal expenses, legal fees and subsistence allowance can be considered.
Requests for application forms (enclosing S.A.E.) should be sent to the Headmaster.

BRADFORD (City of)
Wibsey Park Avenue, Bradford 6
HIGHFIELD SCHOOL
Required as soon as possible, a TEACHER of GEOGRAPHY to undertake the teaching of Geography to all pupils in the 11-16 range (Principal Upper School of 1,200 pupils) and to be responsible for the teaching of Geography to all pupils up to the age of 16. Scale 2 or 3 depending upon experience.
Application forms and further details from the Acting Head Teacher, Mr. Lindsay Tolley, Highfield School, Wibsey Park Avenue, Bradford BD6 1QT. (Tel. 0274 671411). Closing date for receipt of applications 14th December, 1979.

ENFIELD
(London Borough of)
CHASE MIDDLE SCHOOL
Holly Walk, Enfield, Middlesex
(Form Comprehensive, Roll 1,400)
Required for January 1980, or as soon as possible thereafter, a TEACHER of GEOGRAPHY (Scale 2). To teach subject to 'O' level. An interest in Physical Geography would be an advantage. Candidates should state a second subject.
London Allowance (£327 per annum).
Consideration given to generous assistance with removal and relocation costs. Temporary housing and two house visits.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

ENFIELD
(London Borough of)
MANDEVILLE SCHOOL
Carson Road, West Edmonton
London N9 8HR
Comprehensive Upper School (14-18) Mixed
Required as soon as possible, a TEACHER of GEOGRAPHY to scale 2. Duties will include some Humanities teaching.
London Allowance payable £327 per annum.
Assistance to the Head immediately with details of qualifications, experience and names of two referees.
Ref. 697-2/1/79.

BEXLEY
(London Borough)
SIDCUP SCHOOL
Leith Road, Sidcup, Kent. DA15 8BN
Tel: 01-300 1200
Vacancy only covering the entire period 1980 to 1982 inclusive.
Required for January, 1980, or as soon as possible.
TEACHER of GEOGRAPHY to scale 2 (with possibility of scale 3 should up to and including 'A' level work be required from the Headmaster.
B.A.E.C. £327. Assistance with removal expenses, legal fees and subsistence allowance can be considered.
Requests for application forms (enclosing S.A.E.) should be sent to the Headmaster.

GLOUCESTERSHIRE
CHARLTON KINGS COUNTY
SECONDARY SCHOOL
East End Road, Charlton Kings
Cheltenham
TEACHER of GEOGRAPHY Scale 2, required January, 1980.
Applicants must be able to offer the subject to 'O' and 'A' level. Preference will be given to applicants able to teach some English.
Application form and further details from the Headmaster (enclose S.A.E.).

HAVERING
(London Borough of)
ORSETT LODGE SCHOOL
Heath Lane, Corbet How
Romford, RM4 1DD
TEACHER of GEOGRAPHY, Scale 2.
Duties to commence January, 1980.
For further details see our display advertisement under secondary vacancies.

HEREFORD AND WORCESTER
COUNTY COUNCIL
MALVERN, THE CHASE
HIGH SCHOOL
Geraldine Road, Malvern Wells, Worcs.
Mixed Comprehensive
(1,500 on roll)
Required as soon as possible after Easter, a TEACHER of Geography to take a share of Geography to all and well equipped Humanities Level subscheme and successful C.S.E. 'O' level courses and field work organisation.
Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens, Ruislip
Middlesex HA4 7HL
(Number on roll 901, 72 in Sixth Form)
Head Teacher: J. L. Stubbs, M.
From January to 31 August 1980, TEACHER of GEOGRAPHY, Scale 1. required. Well equipped department with new purpose-built accommodation. Ability to teach Geology or Economics a recommendation.
Possible apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance Payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE
SECONDARY SCHOOL
Whitstable, Kent CT5 1PN
Headmaster: D. F. Pike, B.A.
(Comprehensive; 11-18; mixed)
TEACHER for GEOGRAPHY across the full secondary age range required from January, 1980. Temporary appointment for one or two terms.
Apply by letter to the Headmaster at the school in Bellevue Road, Whitstable, stating full particulars of qualifications and names and addresses of two referees. Further details of the school available.
(B.A.E.)

LIVERPOOL
LA SAGESSE R.C.
HIGH SCHOOL (GIRLS)
Elsworth Road
Liverpool, L19 3QQ
ASSISTANT for GEOGRAPHY (Scale 2) required for January 1980.
Duties to be required to teach throughout the school, to 'O' and 'A' level. Syllabus is Particular Board. Ability to teach to 'A' level in one of the following subjects: Economics, Geology, Religious Education.
Application form from the Head Teacher, stating date of birth and giving details of 'O' and 'A' level passes and teaching experience. Closing date: 10th December 1979.

WARWICKSHIRE
NUNEATON
Myton Road, Warwick
(Tel. 0926 492931)
Qualified GRADUATE GEOGRAPHY TEACHER required for January 1980 to teach Geography to all pupils in the 11-16 range. Some experience in teaching Humanities would be an advantage. Well equipped department with high standard of accommodation. Teaching to 'O' level and C.S.E. examinations. Scale 2 post plus Responsibility Allowance.
Application form and further details from the Head of Geography, Mr. Graham Jones, to whom completed forms should be returned by 14th December, 1979.

Scale 1 Posts

AVON COUNTY
HENBURY COMPREHENSIVE SCHOOL
Headley Park, Bradley Stoke, Bristol
Required for January, 1980, or as soon as possible thereafter, a TEACHER of GEOGRAPHY to teach throughout the school to 'O' level and C.S.E. Ability to teach Geology or Economics a recommendation.
Application by letter to the Headmaster, Mr. J. Hall, stating full details of qualifications, experience and names of two referees.
Ref. 871-9/11/79.

AVON COUNTY
MARLWOOD COMPREHENSIVE SCHOOL
Vattingstone Lane, Alveston
Bristol, BS12 2LA
Required as soon as possible, a TEACHER of GEOGRAPHY to scale 1 (with possibility of scale 2 in view of Humanities Faculty and Liberal Studies. Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.
Ref. 697-2/11/79.

BEXLEY
(London Borough)
SIDCUP SCHOOL
Leith Road, Leith, Kent. DA15 8BN
Tel: 01-300 1200
Vacancy only covering the entire period 1980 to 1982 inclusive.
Required for January, 1980, or as soon as possible.
TEACHER of GEOGRAPHY to scale 1 (with possibility of scale 2 should up to and including 'A' level work be required from the Headmaster.
B.A.E.C. £327. Assistance with removal expenses, legal fees and subsistence allowance can be considered.
Requests for application forms (enclosing S.A.E.) should be sent to the Headmaster.

GLOUCESTERSHIRE
CHARLTON KINGS COUNTY
SECONDARY SCHOOL
East End Road, Charlton Kings
Cheltenham
TEACHER of GEOGRAPHY Scale 1, required January, 1980.
Applicants must be able to offer the subject to 'O' and 'A' level. Preference will be given to applicants able to teach some English.
Application form and further details from the Headmaster (enclose S.A.E.).

HAVERING
(London Borough of)
ORSETT LODGE SCHOOL
Heath Lane, Corbet How
Romford, RM4 1DD
TEACHER of GEOGRAPHY, Scale 1.
Duties to commence January, 1980.
For further details see our display advertisement under secondary vacancies.

HEREFORD AND WORCESTER
COUNTY COUNCIL
MALVERN, THE CHASE
HIGH SCHOOL
Geraldine Road, Malvern Wells, Worcs.
Mixed Comprehensive
(1,500 on roll)
Required as soon as possible after Easter, a TEACHER of Geography to take a share of Geography to all and well equipped Humanities Level subscheme and successful C.S.E. 'O' level courses and field work organisation.
Application forms and further details can be obtained from the Head on receipt of a foolscap S.A.E.

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens, Ruislip
Middlesex HA4 7HL
(Number on roll 901, 72 in Sixth Form)
Head Teacher: J. L. Stubbs, M.
From January to 31 August 1980, TEACHER of GEOGRAPHY, Scale 1. required. Well equipped department with new purpose-built accommodation. Ability to teach Geology or Economics a recommendation.
Possible apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance Payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE
SECONDARY SCHOOL
Whitstable, Kent CT5 1PN
Headmaster: D. F. Pike, B.A.
(Comprehensive; 11-18; mixed)
TEACHER for GEOGRAPHY across the full secondary age range required from January, 1980. Temporary appointment for one or two terms.
Apply by letter to the Headmaster at the school in Bellevue Road, Whitstable, stating full particulars of qualifications and names and addresses of two referees. Further details of the school available.
(B.A.E.)

LIVERPOOL
LA SAGESSE R.C.
HIGH SCHOOL (GIRLS)
Elsworth Road
Liverpool, L19 3QQ
ASSISTANT for GEOGRAPHY (Scale 1) required for January 1980.
Duties to be required to teach throughout the school, to 'O' level and C.S.E. Syllabus is Particular Board. Ability to teach to 'A' level in one of the following subjects: Economics, Geology, Religious Education.
Application form from the Head Teacher, stating date of birth and giving details of 'O' and 'A' level passes and teaching experience. Closing date: 10th December 1979.

WARWICKSHIRE
NUNEATON
Myton Road, Warwick
(Tel. 0926 492931)
Qualified GRADUATE GEOGRAPHY TEACHER required for January 1980 to teach Geography to all pupils in the 11-16 range. Some experience in teaching Humanities would be an advantage. Well equipped department with high standard of accommodation. Teaching to 'O' level and C.S.E. examinations. Scale 1 post plus Responsibility Allowance.
Application form and further details from the Head of Geography, Mr. Graham Jones, to whom completed forms should be returned by 14th December, 1979.

Humanities

Scale 1 Posts

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens, Ruislip, Middlesex HA4 7HL
(Number on roll 901, 72 in Sixth Form)
Head Teacher: J. L. Stubbs, M.A.
From January to 31 August 1980, TEACHER of GEOGRAPHY, Scale 1. required. Well equipped department with new purpose-built accommodation. Ability to teach Geology or Economics a recommendation.
Possible apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
London Allowance Payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE
SECONDARY SCHOOL
Whitstable, Kent CT5 1PN
Headmaster: D. F. Pike, B.A.
(Comprehensive; 11-18; mixed)
TEACHER for GEOGRAPHY across the full secondary age range required from January, 1980. Temporary appointment for one or two terms.
Apply by letter to the Headmaster at the school in Bellevue Road, Whitstable, stating full particulars of qualifications and names and addresses of two referees. Further details of the school available.
(B.A.E.)

LIVERPOOL
LA SAGESSE R.C.
HIGH SCHOOL (GIRLS)
Elsworth Road
Liverpool, L19 3QQ
ASSISTANT for GEOGRAPHY (Scale 1) required for January 1980.
Duties to be required to teach throughout the school, to 'O' level and C.S.E. Syllabus is Particular Board. Ability to teach to 'A' level in one of the following subjects: Economics, Geology, Religious Education.
Application form from the Head Teacher, stating date of birth and giving details of 'O' and 'A' level passes and teaching experience. Closing date: 10th December 1979.

WARWICKSHIRE
NUNEATON
Myton Road, Warwick
(Tel. 0926 492931)
Qualified GRADUATE GEOGRAPHY TEACHER required for January 1980 to teach Geography to all pupils in the 11-16 range. Some experience in teaching Humanities would be an advantage. Well equipped department with high standard of accommodation. Teaching to 'O' level and C.S.E. examinations. Scale 1 post plus Responsibility Allowance.
Application form and further details from the Head of Geography, Mr. Graham Jones, to whom completed forms should be returned by 14th December, 1979.

History

Heads of Department

HERTFORDSHIRE
WESTFIELD SCHOOL
Hoddesdon Road, Cheshunt
Hertfordshire EN8 8NU
Applications are invited from suitably qualified teachers for the following post:
HEAD OF HISTORY
Salary according to qualifications and experience within the Burnham Scales. Assistance with removal expenses may be given.
Apply by letter, with curriculum vitae and names and addresses of two referees, to the Headmaster.

BROMLEY
(London Borough of)
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent
(Modern entry co-educational 11-18 years)
Required for January or April, 1980, graduate MASTER/MISTRESS able to teach HISTORY throughout the school to 'A' level. Scale 3 plus £327 London Weighting. The School has a Sixth Form of 190 students, with well established Upper Sixth Science and Scholarship level. It is hoped to recruit an enthusiastic and lively teacher who would be interested in developing work and ideas for working in a disciplined and rumbustious environment. The school readily fills all ability levels of a balanced intake drawn from an attractive neighbourhood.
Removal and other expenses payable in approved cases.
Application forms and further particulars may be obtained from the Headmaster of the school to whom completed forms should be returned as soon as possible (Tel. 01-462 4727).

BROMLEY
(London Borough of)
CENTWOOD SCHOOL FOR BOYS
High Street, Penge SE20
Required for January, 1980, a THOROUGH HISTORIAN/GEOGRAPHER/MATHEMATICS TEACHER.
See full details under "Scale 1 posts"

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. PETERS ROAD SCHOOL
St. Peters Road, Huntingdon
Mixed Comprehensive, 1,450 on roll
Headmaster: W. G. Thomas, J.P.
Required for Easter or September, 1980, GRADUATE in GEOGRAPHY and HISTORY to 'A' Level (Scale 2). The Department consists of 5.A.P. Graduates of which 3 teach to C.S.E. and 'O' Level Maths. Also a Graduate Computer Science is taught to 'O' and 'A' Levels.
Applications by letter (no forms), giving details of qualifications, experience, etc., and names of two referees.
Closing date for receipt of applications 7th December, 1979.

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S BOYS' SCHOOL
Comprehensive Road, Wisbech, Cambs, PE13 2PE
Tel: Wisbech 5537.8
11+ to 16 Comprehensive, Grang 10
Roll 1,000
Required for the commencement of the Summer Term 1980
An ASSISTANT TEACHER of MATHEMATICS and GEOMETRICAL DRAWING for the future part of the school: Scale 2 post.
Application and curriculum vitae with B.A.E. to Head Teacher.

DERBYSHIRE
WILLIAM RHODES SCHOOL
Moorhouse, Chesterfield
Required for April, 1980, a THOROUGH HISTORIAN/GEOGRAPHER/MATHEMATICIAN throughout the School, currently 11 to 16 and rising to 'A' Level. A Scale 3 appointment with the possibility of Head of Year for a very experienced and qualified Teacher.
Forms of application and details of the post to be obtained from the Headmaster at the School. (B.A.E. please.)

DURHAM
COUNTY COUNCIL
THE EVENWOOD COMPREHENSIVE SCHOOL
Evenwood, Bishop Auckland
Required for January, 1980, a GRADUATE: required for April: 1980, to teach History to 'O' and 'A' levels.
Closing date for receipt of applications 7th December, 1979.

DURHAM
COUNTY COUNCIL
THE EVENWOOD COMPREHENSIVE SCHOOL
Evenwood, Bishop Auckland
Required for January, 1980, a GRADUATE: required for April: 1980, to teach History to 'O' and 'A' levels.
Closing date for receipt of applications 7th December, 1979.

HAMPSHIRE
FARNHAM COMPREHENSIVE SCHOOL
Farnham, Farnborough
(Number on roll 1,250)
Required for January, 1980 or April, 1980, a HEAD OF HISTORY to scale 4 for the organisation and teaching of courses in Mathematics, History and Social Studies to pupils of all levels and C.S.E.
Applications from men and women between the ages of 25 and 35 with ability to teach Religious Education.
Application form from the Head Teacher, stating full details of qualifications and experience and giving the names and addresses of two referees. Closing date: 10th December 1979.

HAMPSHIRE
TERVOOD COMPREHENSIVE SCHOOL
Tattwood Lane, Totton, Southampton
Number on roll: 1,085
Required for HEAD of MATHEMATICS DEPARTMENT
Required for April, 1980.
Application and curriculum vitae with B.A.E. to Head Teacher.

Other Posts on Scale 2 and above

BARNET
(London Borough of)
MONKEN HADLEY JUNIOR HIGH SCHOOL
Wood End Road, Edgware, Middlesex
01-959 4282
Mixed Comprehensive 11+ (Form Entry 4) (Current Roll 1,000)
Required for January, 1980, or as soon as possible, MATHEMATICIAN to teach throughout the School to 'O' level and C.S.E. levels. Ability to teach Computer Studies and Statistics to 'A' level would be an advantage.
Application forms and further details can be obtained from the Headmaster, Mr. Eric Wood, B.Sc. (Econ.), to whom completed forms should be returned as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:
1001 HILL COMPREHENSIVE SCHOOL
The Banks, Bingham
Notts. NG13 8BL
Headmaster: J. D. Eagles, M.A. (Oxford, 1.2.C.D (1)-(3) (including Grad. in Social Studies)
Required for January, one full-time TEACHER of MATHEMATICS (20 hours) to teach JUNIOR MATHEMATICS (Years 1-2) and HISTORY (Years 1-3). Possibility of some sixth form work.
Further details available (S.A.E.) from the Headmaster.
Applications (no forms) to the Headmaster with names of two referees, as soon as possible.

Mathematics

Heads of Department

DURHAM
COUNTY COUNCIL
CHILTON C.E. COMPREHENSIVE SCHOOL
Ferryhill
11-18 years, 900 on Roll
HEAD of MATHEMATICS. Salary Scale 4. Well qualified and keen person required for appointment for April 1980 or earlier if possible to lead Mathematics Department.
Planned extended provision for sixth form work. Further details and application forms from the Headmaster (S.A.E.).

HAMPSHIRE
FARNHAM COMPREHENSIVE SCHOOL
Farnham, Farnborough
(Number on roll 1,250)
Required for January, 1980 or April, 1980, a HEAD OF MATHEMATICS to scale 4 for the organisation and teaching of courses in Mathematics, History and Social Studies to pupils of all levels and C.S.E.
Applications from men and women between the ages of 25 and 35 with ability to teach Religious Education.
Application form from the Head Teacher, stating full details of qualifications and experience and giving the names and addresses of two referees. Closing date: 10th December 1979.

HAMPSHIRE
TERVOOD COMPREHENSIVE SCHOOL
Tattwood Lane, Totton, Southampton
Number on roll: 1,085
Required for HEAD of MATHEMATICS DEPARTMENT
Required for April, 1980.
Application and curriculum vitae with B.A.E. to Head Teacher.

Other Posts on Scale 2 and above

BARNET
(London Borough of)
MONKEN HADLEY JUNIOR HIGH SCHOOL
Wood End Road, Edgware, Middlesex
01-959 4282
Mixed Comprehensive 11+ (Form Entry 4) (Current Roll 1,000)
Required for January, 1980, or as soon as possible, MATHEMATICIAN to teach throughout the School to 'O' level and C.S.E. levels. Ability to teach Computer Studies and Statistics to 'A' level would be an advantage.
Application forms and further details can be obtained from the Headmaster, Mr. Eric Wood, B.Sc. (Econ.), to whom completed forms should be returned as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:
1001 HILL COMPREHENSIVE SCHOOL
The Banks, Bingham
Notts. NG13 8BL
Headmaster: J. D. Eagles, M.A. (Oxford, 1.2.C.D (1)-(3) (including Grad. in Social Studies)
Required for January, one full-time TEACHER of MATHEMATICS (20 hours) to teach JUNIOR MATHEMATICS (Years 1-2) and HISTORY (Years 1-3). Possibility of some sixth form work.
Further details available (S.A.E.) from the Headmaster.
Applications (no forms) to the Headmaster with names of two referees, as soon as possible.

NORTHAMPTONSHIRE
DAVENTRY SCHOOL
Ashby Road, Daventry
Required for September, 1980 or earlier HEAD OF MATHEMATICS DEPARTMENT
This 2-form entry Comprehensive School (11-18).
The School has 1,000 pupils on roll and was established 4½ years ago. It draws from a mixed urban and rural catchment and at the moment is fully staffed and experienced teachers are required to join a most lively team.
Applications, stating qualifications and experience, should be sent to the Headmaster, Mr. Ian Hill, from whom further details may be obtained. Informal visits are welcomed.
Letters of application with curriculum vitae and names and addresses of two referees should be sent as soon as possible.

LIVERPOOL
HEAD OF MATHEMATICS
Scale 4
ST. THOMAS'S R.C.
SECONDARY SIXTH FORM COLLEGE
Stormydale Avenue, Liverpool L11 9AR
To be responsible for Mathematics throughout the School to G.C.E. 'A' level standard. Required for Easter, 1980 (or September, 1980). Scale 4 post. Forms to be returned to Head Teacher of the school. Closing date, 14th December, 1979.

ASSISTANT MATHEMATICS AND COMPUTER STUDIES

CARDINAL ALLEN R.C. GRAMMAR SCHOOL (BOYS)
Hough Green, Widnes, Cheshire
Tel. 051-424 2072
Graduate required who can share the teaching of 'O' level Mathematics and Computer Studies throughout the school. Interesting post with ability to help with games would be an advantage. Full-time qualified Teacher. Salary Scale 3 appointment with the possibility of Scale 4 for very experienced and qualified Teacher.
Forms of application and details of the post to be obtained from the Headmaster at the School. (B.A.E. please.)

SECONDARY
Mathematics
continued

CROYDON
(London Borough of)

INGRAM BOYS' HIGH
Shirley Church Road, Shirley
Croydon, Surrey, CR0 8UZ
Telephone: 01-777 6201/2

Teachable: 1st January, 1980

Required for January, 1980, Jnr. Sch. 11-14 Boys' School, a TEACHER of MATHEMATICS to join a well equipped and productive department which combines the teaching methods of both Traditional and Mathematics to Remedial groups.

Salary Burnham Scale 1, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or for a Supplementary Form for the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)

PURLEY BOYS HIGH
Westbourne Road
Purley, Surrey, CR2 3YA
Telephone: 01-660 2617/8

Teachable: 1st January, 1980

Required for January, 1980, a GRADUATE MATHEMATICS TEACHER to teach Mathematics to 14-18 Sixth Form. Over 7½ years of the 11-18 comprehensive school. Recruitment for 5 years of the first 6 year sixth form. Good opportunity for promotion. Mathematics is an expanding and flourishing department with good prospects for development. Applicants should have an opportunity to teach Computer Studies. Salary Burnham Scale 1, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or for a Supplementary Form for the Head Teacher at the above address as soon as possible.

DERBYSHIRE
GLOSSOP SCHOOL
Talbot Road, Glossop, SK13 7DR
A TEACHER of MATHEMATICS required for January 1980 or earlier. Applicants should be able to teach Mathematics to all levels of ability.

Application by letter, as soon as possible to the Headmaster, giving full details and addresses of three referees.

ENFIELD
(London Borough of)
ST. ANNE'S R.C. SCHOOL FOR GIRLS
Bush Hill Park, Enfield, Middlesex
Enfield Foundation. 1,070 on roll. 1,160 to 1,200 Girls. Purpose-built comprehensive school. Recruitment 11-16 (Sixth Form). Opened in September, 1972, with a new intake each year and the first sixth form year commenced in 1977. Sixth form numbers will be built up over the next few years to 300. Advanced and Scholarship work will be developed.

TEACHER OF MATHEMATICS required for September, 1980, or as soon as possible thereafter. Scale 1. Burnham Allowances apply.

Application forms, obtainable from the Headmistress, should be returned as soon as possible.

ENFIELD
(London Borough of)
EDMONTON COUNTY SCHOOL
Lincoln Road, Enfield, Middlesex EN3 4RA
Tel. 01-804 1176

Required for September, 1980, TEACHERS of MATHEMATICS to join a well established team in a purpose-built mixed 11-16 comprehensive school. Recruitment 11-16 years, opened in September, 1972, with a new intake each year and the first sixth form year commenced in 1977. Sixth form numbers will be built up over the next few years to 300. Advanced and Scholarship work will be developed.

Scale 1. Burnham Allowances apply.

Application forms, obtainable from the Headmistress, should be returned as soon as possible.

HARROW
EDUCATION COMMITTEE
BOWDON LODGE HIGH SCHOOL
Hunter Road, Wealdstone, Middlesex HA3 5HD
Tel. 01-863 1506

MATHEMATICS (Scale 1) A TEACHER required for January, 1980, to teach Mathematics to all levels of ability.

Application by letter, stating age, experience and qualifications, to the Headmaster.

ESSEX
THE BISWELLS SCHOOL
Hall Lane, Upminster, RM14 1RQ

Required for September, 1980, TEACHERS of MATHEMATICS to join a well equipped and productive department which combines the teaching methods of both Traditional and Mathematics to Remedial groups.

Salary Burnham Scale 1, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request). Please send S.A.E. for application form (or for a Supplementary Form for the Head Teacher at the above address as soon as possible.

HAMPSHIRE
ALDERSHOT MANOR SCHOOL
Shoe Lane, Aldershot, GU12 4EJ
Hillfield Avenue, Aldershot
Number on roll: 1,175
Scale 1

Required as soon as possible, TEACHER of MATHEMATICS to fill new maternity leave vacancy. Teachers seeking first appointment welcome. Scale 2 available for suitably qualified and experienced teacher.

Closing date one week after appearance of this advertisement.

Letter of application nominating two professional referees to Headteacher with S.A.E. for details.

HAMPSHIRE
ROBERT MAY'S
(Comprehensive School)
Weir Road, Odiham
Number on roll: 920
Required for January or Easter, 1980

Scale 1)
MATHEMATICS TEACHER to join team in well-equipped 6th Form department.

Closing date one week after appearance of this advertisement.

Letter of application nominating two referees to Head Teacher with S.A.E. for details.

HAMPSHIRE
MILLBROOK SCHOOL
Green Lane, Southampton SO9 3SG
(12-16 Mixed Comprehensive)
Number on roll: 1,040
Required for January 1980

MATHEMATICS TEACHER to join team of well-equipped 6th Form department.

Closing date one week after appearance of this advertisement.

Letter of application nominating two referees to Head Teacher with S.A.E. for details.

HAMPSHIRE
ROBERT MAY'S
(Comprehensive School)
Weir Road, Odiham
Number on roll: 920
Required for January or Easter, 1980

Scale 1)
MATHEMATICS TEACHER to join team of well-equipped 6th Form department.

Closing date one week after appearance of this advertisement.

Letter of application nominating two referees to Head Teacher with S.A.E. for details.

HAVERING
(London Borough of)
ABBS CROSS SCHOOL
Abbs Cross Lane
Hornchurch, Essex
(Mixed (DES): Co-educational)
Number on roll: 1,650

TEACHER of MATHEMATICS (Scale 1).

For further details see our display advertisement under secondary vacancies.

HAVERING
(London Borough of)
MAYLANDS SCHOOL
Broadstone Road (off Albany Road)
Hornchurch, Essex
(Mixed 11-16)

TEACHER of MATHEMATICS (Scale 1).

For further details see our display advertisement under secondary vacancies.

HAVERING
(London Borough of)
RAINHAM SCHOOL
Pratt Way, Rainham, Essex
(Mixed 11-16 Comprehensive)
Number on roll: 1,200

TEACHER of MATHEMATICS

For further details see our display advertisement under secondary vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
BALDOCK DIVISION
Hitchin Road
Letchworth, Hertfordshire SG6 1JA
(Mixed 11-18)
Number on roll: 1,200

TEACHER of MATHEMATICS required for January or Easter, 1980, or as soon as possible thereafter.

Application forms, obtainable from the Headmaster, should be returned as soon as possible

SECONDARY
Physical Educatfon
continued

RICHMOND UPON THAMES
(London Borough of)

SHENE SCHOOL
Park Avenue, East Sheen, SW14

HEAD OF PHYSICAL EDUCATION
Scale 3

An experienced teacher is required to head the department of Physical Education in this mixed 11-18 comprehensive school. The successful candidate will be a senior games coach and organiser, having duties and responsibilities for a wide range of opportunities for pupils of all ability levels.

The school is situated in pleasant surroundings close to Richmond Park.

Application forms available from and returnable to the Headmaster at the School.

SUSSEX
CO. DURHAM
Lethbourne
(Residential T.A.P.S. boarding and day college)

Required on January, 1980 — HEAD of PHYSICAL EDUCATION to have specialist responsibility for gymnastics and major games.

Apply to the Headmaster with particulars of age and the names of two referees.

Other Posts on Scale 2 and above

BERKSHIRE
THE GOVERNING BODY
Hemlock Wednesday
Swallow Hill, RG30 4PX
(11 to 16)

Required January, or April, a TEACHER for Chemistry, to take charge of CHEMISTRY. A Scale 3 post is available for a person suitably qualified and experienced. The successful applicant would be used to take a wide range of examinations.

Letters of application, with curriculum vitae and the names of two referees, to the Headmaster at the school. S.A.E. please.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. ALBANS GIRLS' SCHOOL
Stirling Rd.
Clarence Park, St. Albans
TEACHER of BOYS' PHYSICAL EDUCATION and some English
Scale 2
Required for January 1980 or as soon as possible thereafter a teacher to take charge of boys' physical education and some English. Candidates should be graduates with a good honours degree and a recognised qualification in physical education. Rugby coaching and cross country running are important aspects of the work. Facilities include playing fields and a new gymnastic hall.
Application forms may be obtained from the undersigned and returned by 14th December, 1979.
Please state on application form whether you wish to be considered for part-time work.
Salary: Burnham Scale according to qualifications, experience and duties.
Lodge Lane, Grays, Essex RM17 5QU
Tel. 0375 72351

HAVERING
(London Borough of)
ROYAL LIBERTY SCHOOL
Hall Lane, Gidea Park, Essex
TEACHER of PHYSICS for boys
Required for January, 1980, a graduate teacher of physics to take charge of the subject throughout the school. Candidates should be able to teach to A level and to contribute to the general life of the school.
Application forms and further details may be obtained from the Headmaster, Mr. M. H. Peers, B.A.
Closing date 14th December, 1979.

HAVERING
(London Borough of)
ROYAL LIBERTY SCHOOL
Hall Lane, Gidea Park, Essex
TEACHER of BIOLOGY
Required for January, 1980, a graduate teacher of biology to take charge of the subject throughout the school. Candidates should be able to teach to A level and to contribute to the general life of the school.
Application forms and further details may be obtained from the Headmaster, Mr. M. H. Peers, B.A.
Closing date 14th December, 1979.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GILLINGHAM DIVISION

GILLINGHAM GIRLS' GRAMMAR SCHOOL
Lordswood Lane, Lordswood
TEACHER of PHYSICS
Scale 2
Required for January 1980 or as soon as possible thereafter a graduate teacher of physics to take charge of the subject throughout the school. Candidates should be able to teach to A level and to contribute to the general life of the school.
Application forms and further details may be obtained from the Headmistress, Miss E. Bowden, B.A.
Closing date 14th December, 1979.

NEWHAM
(London Borough of)
CORPUS CHRISTI HIGH SCHOOL
Tudor Road, Manor Park, London E12 6HP
Telephone No. 01-472 3657
Tel. Nos. 850 6607-8662
Scale 3
A dedicated hard-working Catholic teacher required to lead the Mathematics Department in this mixed Comprehensive High School from January 1980.
Closing date 12.12.79
Application forms obtainable from the Head Teacher on receipt of s.a.e.

SUTTON
(London Borough of)
SUTTON MANOR HIGH SCHOOL FOR BOYS
Manor Lane, Sutton SM1 4AN
01-643 5621
Vacancy at April, 1980, TEACHER of PHYSICAL EDUCATION and GAMES.
The duties will be similar to those of the Physical Education Games Department. The school has a long tradition and successful record in the local association and games.
Scale 1 or 2 depending on experience. This is a responsible post with good prospects.
Application forms and further details may be obtained from the Deputy Head Teacher (Mistress), Miss E. Bowden, B.A.
Assistance with removal expenses in accordance with current regulations.
Letter of application with names and addresses of two referees and curriculum vitae to the Headmaster as soon as possible.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
HEATH PARK SCHOOL

Temporary full-time TEACHER of BOYS' PHYSICAL EDUCATION with an interest in Outdoor Pursuits available for Spring Term only.
Application forms available from the Director of Education, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RP, to whom they should be returned by 14th December, 1979.

WALTHAM FOREST
The borough is within easy access of central London and located by Epping Forest. London addition to salary payable.
Required for Easter 1980
CORPUS CHRISTI HIGH SCHOOL
Hoe Street, London E17 4QP
Tel. No. 520 6607-8662
Scale 3
Assistance with removal expenses in accordance with current regulations and the Local Government (Miscellaneous Provisions) Act 1976.
Letter of application with names and addresses of two referees and curriculum vitae to the Headmaster as soon as possible.

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE

ROWAN HIGH SCHOOL
Rowan Road, London SW16 5JF
Headmistress: Miss G. Hogan
Tel.: 01-764 7177)
Age range: 13-18 years
Number on Roll: 781

Required as soon as possible to cover maternity leave, HEAD of RELIGIOUS EDUCATION. Scale 2. The post includes both general and examination work.
Application forms and further particulars of the post are available from the Headmistress at the above address. Please enclose a stamped addressed envelope.
Closing date: 14th December, 1979.

Scale 1 Posts

AVON COUNTY
MARLWOOD COMPREHENSIVE SCHOOL
Thirlestane Lane, Alveston
Bristol BS12 2LA
Tel. No. 0454 412345
Required for January 1980 to teach mathematics to mixed ability classes, including some examination work.
Application forms and further particulars may be obtained from the Headmaster, Mr. J. Hall, B.Sc., to whom they should be returned as soon as possible.

BRENT
(London Borough of)
WILLESDEN HIGH SCHOOL
Dudden Hill Lane, London NW10 2XD
Tel. No. 01-459 3814
Required for January, 1980 —
TEACHER of MATHEMATICS
Scale 1
Duties to include some examination work.
Application forms and further particulars may be obtained from the Headmaster, Mr. J. Hall, B.Sc., to whom they should be returned as soon as possible.

WALTHAM FOREST
The borough is within easy access of central London and located by Epping Forest. London addition to salary payable.
Required for Easter 1980
CORPUS CHRISTI HIGH SCHOOL
Hoe Street, London E17 4QP
Tel. No. 520 6607-8662
Scale 3
A dedicated hard-working Catholic teacher required to lead the Mathematics Department in this mixed Comprehensive High School from January 1980.
Closing date 12.12.79
Application forms obtainable from the Head Teacher on receipt of s.a.e.

BRENT
(London Borough of)
WILLESDEN HIGH SCHOOL
Dudden Hill Lane, London NW10 2XD
Tel. No. 01-459 3814
Required for January, 1980 —
TEACHER of MATHEMATICS
Scale 1
Duties to include some examination work.
Application forms and further particulars may be obtained from the Headmaster, Mr. J. Hall, B.Sc., to whom they should be returned as soon as possible

SECONDARY
Science
continued

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
MARDEN HIGH SCHOOL
Burnside,
Springfield,
Whitley Bay.
Tel: 0632 528181
Required for January, 1980 —
Scale 1 TEACHER of MATHEMATICS with some PHYSICS to teach to O and A level.
Application forms available from the Headmaster to whom they should be returned as soon as possible.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
CODRINGTON HIGH SCHOOL
Dudley,
Newcastle upon Tyne, NE13 6BA
Tel: 0661 852181
Required for January, 1980 :
Scale 1 TEACHER of PHYSICS to O and A level.
Application forms available from the Headmaster to whom they should be returned as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post :—
ASHFIELD COMPREHENSIVE SCHOOL,
Sutton Road, Kirkby in Ashfield, Nottingham NG17 8HA.
Headmaster: S. Carter, BA, JP
Required 1979 or 1980 :
1 Graduate TEACHER (Scale 1) of BIOLOGY, to C.S.E., G.C.E. 'O' and 'A' level, to be fully equipped department. The post is offered for two terms but a strong possibility of permanence.
Language allowance available (BAE) from the Head Teacher.
Applications (on forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post :—
ASHFIELD COMPREHENSIVE SCHOOL,
Sutton Road, Kirkby in Ashfield, Nottingham NG17 8HA.
Headmaster: S. Carter, B.A., J.P.
Required for January, 1980 :
1 Graduate TEACHER of PHYSICS to O and A level.
Application forms available from the Headmaster as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post :—
SANDBACH COMPREHENSIVE SCHOOL,
Hams Lane, Warsop, Mansfield NG20 0QW.
Headmaster: J. Ellis
Required for January, 1980 :
1 Graduate TEACHER of PHYSICS to O and A level.
Application forms available from the Headmaster as soon as possible.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
CATCLIFFE COMPREHENSIVE SCHOOL
Catcliffe, Sheffield.
(11-18 mixed. Approx. 1,716 on roll in 9 forms of entry)
Required for January, 1980 :
Scale 1 TEACHER of PHYSICS to O and A level.
Scale 1 TEACHER of CHEMISTRY with General Science until Easter, 1980, to cover absence of a permanent member of staff.
Closing date: At once.
Application forms available from The Principal Appointments Officer, Council Offices, Crown Road, Rotherham, Yorkshire S60 1BG. Tel. No. (0709) 823611 (Ext. 36), to whom they should be returned as soon as possible.
R. W. Ellis, Director of Personnel Services.

SANDWELL
(Metropolitan Borough of)
WARLEY COUNTY GRAMMAR SCHOOL FOR GIRLS
Hagley Road, Oldbury, Warley, West Midlands B68 0PD
Tel: 021-552 1484
Required for January, 1980 or as soon as possible thereafter :
1 Graduate TEACHER (Scale 1) of BIOLOGY, to C.S.E., G.C.E. 'O' and 'A' level.
Application forms and further details from the Head to whom they should be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1980 :
1 Graduate TEACHER of BIOLOGY to C.S.E., G.C.E. 'O' and 'A' level.
Application forms and further details from the Head of the school, to whom they should be returned as soon as possible. (S.A.E. please).

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1980 :
1 Graduate TEACHER of BIOLOGY to C.S.E., G.C.E. 'O' and 'A' level, to be responsible for the teaching of Dress and some English.
Only those fully and varied qualifications would be considered for appointment at Scale 2 or 3.
The school has developed close links between Drama and Music and a major production has become an annual event.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.
Ref: 248-BG/10.79.

BRENT
(London Borough of)
SOUTH KILBURN HIGH (MIXED) SCHOOL
Salusbury Road, N.W.6
(Roll 640 — 11-16)
Required from January :—
1 Graduate TEACHER, who will be able to teach the subject to some A level and to advise other members of the Department on the use of audio-visual teaching aids, in addition to the range of duties normally undertaken in the school. Scale 2 post available for either sex.
Applications, which should be considered candidate, should be addressed to the Head, by letter.

BROMLEY
(London Borough of)
CHARLES HAM SCHOOL
Hall Lane, Biggin Hill, Westerham, Kent.
Required for January or Easter, 1980 :
1 well-qualified TEACHER in charge of DRAMA, with subsidiary ENGLISH, to Scale 1 (Burnham Scale). The post is offered with some hope of permanency.
Newly equipped drama studio. Fully equipped drama studio. Many pupils to A level. Language allowance. Scale 2 application may be invited for the right person.
Application forms from the Headmaster, Mr. C. Evans, M.Sc., B.Ed., A.R.I.C.
Closing date: 12th December, 1979.

Speech and Drama

Other Posts on Scale 2 and above

BROMLEY
(London Borough of)
CHARLES HAM SCHOOL
Hall Lane, Biggin Hill, Westerham, Kent.
Required for January or Easter, 1980 :
1 well-qualified TEACHER in charge of DRAMA, with subsidiary ENGLISH, to Burnham Scale 2 plus responsibility allowance. The post is offered with some hope of permanency.
Newly equipped drama studio. Fully equipped drama studio. Many pupils to A level. Language allowance. Scale 3 application may be invited for the right person.
Application forms from the Headmaster, Mr. C. Evans, M.Sc., B.Ed., A.R.I.C.
Closing date: 12th December, 1979.

HARINGEY
(Borough of)
WOOD GREEN SCHOOL
Lymington Avenue, London N22 6JD
(Roll 900)
Mixed Comprehensive School on one site.
Required for January, 1980, or soon after as suitable candidate offers :
1 TEACHER of the subject through the Faculty of Science responsible for some productions in the Community Centre in the next two years. Modern O.S.M.E. option.
London allowance (£474) payable.
Application forms from the Head, to whom they should be returned as soon as possible.

WARWICKSHIRE
MYTON SCHOOL
Myton Road, Warwick
CV34 6PJ
Qualified GRADUATE BIOLOGY TEACHER to teach biology to pupils aged 11-16 years, starting from January while permanent appointment to maternity leave. Will organised to O.C.E. level, leading to C.S.E. and G.C.E. 'O' and A.C.E. level. Own class facilities.
Application form and further details from the Head at the above address. Closing date as soon as possible (S.A.E. please).

WILTSHIRE
EDUCATION COMMITTEE
THE DEVIZES SCHOOL
Melksham
(Comprehensive : co-educational 11-18 : 1,350 on roll)
Required from 1st January, 1980 or soon after :
1 SCIENCE TEACHER (Scale 1) for which one should have qualifications to teach Physics to A level. A temporary post (Scale 1) for the spring term, 1980.
Applications, with supporting qualifications, to return to the Headmaster at soon as possible. Further particulars can be obtained by telephoning the school, Melksham (0225) 702771.

WOLVERHAMPTON
(Borough Council)
EDUCATION COMMITTEE
OLD LADY ANN RC CHAD SCHOOL
Old Fallings Lane, Wolverhampton, WV4 5BG
GRADUATE TEACHER required for the above mixed 11-16 school for January, 1980.
Teaching required for the subject specialisms of Physics and Chemistry, with some Biology.
Application forms and further particulars may be obtained from the Headmaster, Mr. J. Morgan, to whom they should be returned as soon as possible.

SELTON
(Borough of Scunthorpe)
EDUCATION COMMITTEE
SELTON SCHOOL
Ashby Road, Scunthorpe, DN16 3AW
Tel: 0724 842101
Required for January, 1980 :
1 Graduate TEACHER of MATHEMATICS to teach mainly to O level and CSE. Ability to teach Physics to CSE level would be an advantage.
Application forms and further details from the Headmaster, Mr. R. Bennett, to whom they should be returned as soon as possible.

SOLIHULL
EDUCATION COMMITTEE
TUDOR GRANGE SCHOOL
Cooks Lane, Kingshurst
Birmingham, B37 6HU
Tel: 021-770 1827
(All ability : 13-16 years
1,200 on roll, mixed)
Required for January, 1980 —
Scale 1 TEACHER of CHEMISTRY with some PHYSICS, both to O level, with some basics and CSE level, with some basics and CSE level Science with first and second years.
Letters of application to the Headmaster (applicants enclose S.A.E. for reply if required).

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
ST THOMAS AQUINAS RC SCHOOL
(Mixed 11-18)
Hodcar Road, Sunderland SR3 5DH
TEACHER of GENERAL SCIENCE AND MATHEMATICS (Scale 1)
Required for September, 1980. The successful applicant will be required to teach general science to Junior forms and science and some mathematics to CSE level.
Financial expenses and temporary lodging allowance may be granted in appropriate circumstances.
Application forms available from the head teacher at the school on receipt of a foolscap S.A.E. to be returned to him by 14th December 11, 1979.

TRAFFORD
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
ASHTON ON MERSEY SECONDARY SCHOOL FOR BOYS
(421 boys)
Cecil Avenue, Sale, Manchester M33 5PQ
Tel. 061-973 1179
GENERAL SCIENCE
Above subject with ability to take Rural Science for a limited period an advantage.
Application form available from the Head of the school, should be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1980 :
1 Graduate TEACHER of BIOLOGY to C.S.E., G.C.E. 'O' and 'A' level.
Application forms and further details from the Head of the school, to whom they should be returned as soon as possible. (S.A.E. please).

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1980 :
1 Graduate TEACHER of BIOLOGY to C.S.E., G.C.E. 'O' and 'A' level.
Application forms and further details from the Head of the school, to whom they should be returned as soon as possible. (S.A.E. please).

WARWICKSHIRE
LIBRARY (H.C. AIDED)
Ship's Clerks Avenue,
Leamington Spa CV32 5NG
Temporary TEACHER, Scale 1 required for COMBINED SCIENCE from 1st January to 31st August 1980.
Apply by letter to the Head, giving full curriculum vitae and names and addresses of two referees. (Please give telephone numbers, S.A.E., please).

WARWICKSHIRE
MYTON SCHOOL
Myton Road, Warwick
CV34 6PJ
Qualified GRADUATE BIOLOGY TEACHER to teach biology to pupils aged 11-16 years, starting from January while permanent appointment to maternity leave. Will organised to O.C.E. level, leading to C.S.E. and G.C.E. 'O' and A.C.E. level. Own class facilities.
Application form and further details from the Head at the above address. Closing date as soon as possible (S.A.E. please).

WILTSHIRE
EDUCATION COMMITTEE
THE DEVIZES SCHOOL
Melksham
(Comprehensive : co-educational 11-18 : 1,350 on roll)
Required from 1st January, 1980 or soon after :
1 SCIENCE TEACHER (Scale 1) for which one should have qualifications to teach Physics to A level. A temporary post (Scale 1) for the spring term, 1980.
Applications, with supporting qualifications, to return to the Headmaster at soon as possible. Further particulars can be obtained by telephoning the school, Melksham (0225) 702771.

WOLVERHAMPTON
(Borough Council)
EDUCATION COMMITTEE
OLD LADY ANN RC CHAD SCHOOL
Old Fallings Lane, Wolverhampton, WV4 5BG
GRADUATE TEACHER required for the above mixed 11-16 school for January, 1980.
Teaching required for the subject specialisms of Physics and Chemistry, with some Biology.
Application forms and further particulars may be obtained from the Headmaster, Mr. J. Morgan, to whom they should be returned as soon as possible.

Social Studies

Heads of Department

NORTHAMPTONSHIRE
SOUTHWOOD COMPREHENSIVE SCHOOL
Hawke Road, Southwick Estate
Daventry
Required for September, 1980, HEAD of SOCIOLOGY and SOCIAL STUDIES/ECONOMICS. The school has well established courses in both disciplines to O level and a Mode III G.C.E.
Further details and application forms from Headmaster (S.A.E.).

Scale 1 Posts

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1980, TOM HOUSE SCHOOL HIGH SCHOOL Tarling Close, London, E.11
(Mixed 11-16 Comprehensive)
SOCIAL STUDIES / HUMANITIES TEACHER, Scale 1 plus S.P.R. Allowance—to be temporarily for two terms in this allied Humanities Faculty in this school (700 on roll, 14-19 years).
Application forms obtainable from the Head Teacher on receipt of S.A.E.
Closing date: 12th December, 1979.

Speech and Drama

Other Posts on Scale 2 and above

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
WOMBWELL HIGH SCHOOL
Rockingham Street, Wombwell, Barnsley
Headteacher : P. Lane, M.Sc.
Required for January 1980 :
SPECIAL CRAFT TEACHER (Woodwork/Metalwork), Scale 2, to join a department of seven, with responsibility for organising the Special Craft course. Specialist qualifications, experience and names of two referees.
Ref: 248-BG/10.79.

BRENT
(London Borough of)
SOUTH KILBURN HIGH (MIXED) SCHOOL
Salusbury Road, N.W.6
(Roll 640 — 11-16)
Required from January :—
1 Graduate TEACHER, who will be able to teach the subject to some A level and to advise other members of the Department on the use of audio-visual teaching aids, in addition to the range of duties normally undertaken in the school. Scale 2 post available for either sex.
Applications, which should be considered candidate, should be addressed to the Head, by letter.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
EDUCATION DEPARTMENT
Bradwell Abbey
Required for January, 1980 :
1 TEACHER of MATHEMATICS to teach to O level. Ability to teach to A level would be an advantage. Scale 2 post.
1 TEACHER of MATHEMATICS to teach to CSE level. Scale 1 post.
Temporary appointment considered.
Applications, giving details of qualifications, experience and names and addresses of two referees, should be sent to the Headmaster, Mr. Ian Hampton, Middleses Road, Ashford, Kent.

CHESHIRE
EDUCATION COMMITTEE
MALBANK SCHOOL
Welsh Row, Nantwich.
Cheshire CW5 5ED
Comprehensive 11-18. 1,186 pupils. 271 6th form.
DRAMA
Required in January 1980. Assist with the teaching of drama throughout the school in addition a share of sixth form work. Excellent drama facilities in new buildings.
Application forms and further details from the Headmaster.
Closing date 7th December 1979.

Technical Studies

Heads of Department

HEREFORD AND WORCESTER
COUNTY COUNCIL
EVESHAM HIGH SCHOOL
Lime Tree Walk, Evesham
WR11 6DQ
Comprehensive 13-18 mixed 900 pupils shortly expected to remain stable
(Decadministration, Previous applicants will be reconsidered if they wish to this effect)
Required for April, 1980, a well-qualified TEACHER to be responsible for PRE-VOCATIONAL STUDIES (Scale 3) within an integrated Department of Studies.
Technical Studies comprises four specialist teachers and is housed in its own self-contained block. Courses are offered to C.S.E., "O" and "A" level.
Applications by letter, with the names of two referees, to the Headmaster at the School. From whom further particulars of the school and post may be obtained (S.A.E.).

MIDDLESEX
HAMPTON SCHOOL
(M.C.) (A.C.) (Aided)
Required for April or September 1980 :
Boys, Hanworth Road, Hampton (Burnham Scale 4 plus middle-management allowance).
A new Technology block comprises woodwork, metalwork, graphics, drawing and construction and plastics, drawing and construction and will be completed in July 1980 and is expected that all boys will study technology for their first year, and that many will proceed further.
Applications are welcomed from candidates who would be preferred to be able to help with planning and development of curriculum.
Further details available. Applications with curriculum vitae and names of two referees to the Headmaster at the School, Hanworth Road, Hampton, Middlesex TW12 3HD.

OXFORDSHIRE
COUNTY COUNCIL
HENRY ROX SCHOOL
Church Green, Witney, Oxon.
Required from April 1980 :
An experienced and well-qualified TEACHER in charge of METALWORK to be responsible for teaching METALWORK to full technological courses to O level and CSE level. Work will include Technology in well-equipped workshops. Scale 4 plus responsibility allowance for suitably experienced candidate. A willingness to undertake extra-curricular activities is essential. Preference will be given to graduates.
Please apply to the Headmaster as soon as possible, giving details of qualifications and experience and the names of two referees, and enclosing a S.A.E.

Other Posts on Scale 2 and above

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
WOMBWELL HIGH SCHOOL
Rockingham Street, Wombwell, Barnsley
Headteacher : P. Lane, M.Sc.
Required for January 1980 :
SPECIAL CRAFT TEACHER (Woodwork/Metalwork), Scale 2, to join a department of seven, with responsibility for organising the Special Craft course. Specialist qualifications, experience and names of two referees.
Ref: 248-BG/10.79.

BRENT
(London Borough of)
SOUTH KILBURN HIGH (MIXED) SCHOOL
Salusbury Road, N.W.6
(Roll 640 — 11-16)
Required from January :—
1 Graduate TEACHER, who will be able to teach the subject to some A level and to advise other members of the Department on the use of audio-visual teaching aids, in addition to the range of duties normally undertaken in the school. Scale 2 post available for either sex.
Applications, which should be considered candidate, should be addressed to the Head, by letter.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBAN'S DIVISION
ST. JULIAN'S BOYS SCHOOL
Group B
Watling Street, St. Albans
TEACHER for METALWORK, with responsibility for some Technical Drawing, required April, 1980, to share well-equipped workshops and Technical Drawing Office. Attractive new school sharing campus with St. Julian's Girls' School.
Apply by letter to the Head, giving full details of qualifications and experience and names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
DUNCAN BOWEN MIXED HIGH SCHOOL
(Roll 1,280)
Bishops Road, Ashford, Kent
Required immediately : TEACHER of METALWORK or WOODWORK and GRAPHICS, Scale 2 or 3, suitable for suitable candidate.
Application forms obtainable by letter or telephone (Ashford

WOLVERHAMPTON
(Borough Council)
EDUCATION COMMITTEE
Required for April, 1980, or as soon as possible thereafter :
PENDEFORD HIGH SCHOOL
TECHNICAL SUBJECTS
Qualified TEACHER required to teach Technical Subjects, particularly Woodwork, to boys and girls in the first three years. Ability to teach Technical Drawing would be an advantage.
The School has a well-equipped Technical Block and is situated on the Northern Boundary of the City.
Application forms from the Headmaster, Mr. J. Hall, to whom they should be returned as soon as possible.

Scale 1 Posts

BEXLEY
London Borough of
The Broad, Welling, Kent.
(Mixed Comprehensive)
Required for January 1980, in this well-equipped school, or as soon as possible thereafter :
1 TEACHER of MATHEMATICS to O level and CSE level. Scale 1 post.
1 TEACHER of MATHEMATICS to extend into O and A level. Scale 2 post.
1 TEACHER of MATHEMATICS to teach to O level and CSE level. Scale 1 post.
Candidates are required to teach in which areas their main technological interests and in which other area they can offer help. Experience of and interest in the latest design techniques would be particularly helpful. There is a possibility of a scale post for a suitable candidate.
L.A.E. Scale. Assistance with removal expenses. Post low and distinguish allowance can be considered.
Requests for application forms (enclosing S.A.E.) should be sent to the Headmaster.

BROMLEY
(London Borough of)
ARNOLD'S HIGH SCHOOL
The Hollies, Off Layhams Road,
Keston Mark, Keston,
Kent.
(Mixed 11-16 Comprehensive)
Required in January, 1980 :
1 TEACHER of MATHEMATICS. Scale 1 post.
Application forms and further details available from the Headmaster, Mr. C. Evans, M.Sc., B.Ed., A.R.I.C.
Closing date: 12th December, 1979.

CROYDON
(London Borough of)
ERDINGTON HIGH
Orchard Way, Shirley, CR0 7NJ
Telephone : 01-776 0280
Tenable : 1st September, 1980
Required from September, 1980 :
1 TEACHER in charge of TECHNICAL STUDIES to teach the new, purpose-built mixed 11-16 Comprehensive, to open with first year, opening with a new intake of first year pupils and the addition of a new year group to the school as it begins to grow. Applications will be welcomed from candidates with a wide range of interests in the "fourth area" as well as in the traditional crafts. Candidates should apply by letter to the Head, giving full details of qualifications and experience and names and addresses of two referees.

CROYDON
(London Borough of)
INGRAM BOYS' HIGH
Spencer Road, Shirley, Croydon, Heath Surrey CR0 8UD
Telephone: 01-655 0901/3.
Tenable: 1st January, 1980
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES (Scale 1 post), to specialise in Technical Drawing with some Woodwork. An ability to teach Technical Drawing would give a considerably enriched curriculum. Applicants should be suitably experienced candidates for suitably experienced candidate. A willingness to undertake extra-curricular activities is essential. Preference will be given to graduates.
Please apply for further particulars and application form.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for Removal Expenses.
JOHN KEMP SCHOOL
Higher Tregonan, St. Ives, Cornwall
Phone Number 0
Headmaster: W. Blackford
TECHNICAL STUDIES (Scale 1 plus S.P.R.) (Equivalent of 1 post) (Mixed group) required for January, 1980, to teach pre-vocational courses to 14-16 years.
Application forms obtainable from the Head Teacher on receipt of S.A.E.
Closing date: 12th December, 1979.

CROYDON
(London Borough of)
ERDINGTON HIGH
Orchard Way, Shirley, CR0 7NJ
Telephone : 01-776 0280
Tenable : 1st September, 1980
Required from September, 1980 :
1 TEACHER in charge of TECHNICAL STUDIES to teach the new, purpose-built mixed 11-16 Comprehensive, to open with first year, opening with a new intake of first year pupils and the addition of a new year group to the school as it begins to grow. Applications will be welcomed from candidates with a wide range of interests in the "fourth area" as well as in the traditional crafts. Candidates should apply by letter to the Head, giving full details of qualifications and experience and names and addresses of two referees.

DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND RC GRAMMAR SCHOOL
(Voluntary Aided)
(Roll 1,000 — 11-18)
Scale 3
Required for September, 1980 :
1 TEACHER of MATHEMATICS to O and A level and CSE level. Ability to teach Physics to O level would be an advantage.
Application forms available from the Headmaster, Mr. D. Giles, M.A.
Tel. 01-764 3112
Age range 11 to 18 years
Number on roll, 1,241
Required from January, 1980, a TEACHER of TECHNICAL DRAWING up to G.C.E. 'O' level and TECHNICAL DRAWING up to C.S.E. Mode 3. Scale 2 post available for equivalent and suitable candidate.
London Allowance £474.
Legal expenses up to £500 and assistance towards removal expenses will be considered in appropriate circumstances.
Application forms and further particulars of the post are available from the Headmaster at the above address. Please enclose a stamped addressed envelope.
Closing date, 14th December, 1979.

HAMPSHIRE
ANDOVER COUNTY SCHOOL
Winton Road, Andover, Hants
Number on roll 1,000
Required for January/April, 1980 :
Scale 1
TEACHER for TECHNICAL STUDIES
Closing date for receipt of application forms, 14th December, 1979.
Application forms from the Headmaster, Mr. J. Whitehead, M.A.

HAMPSHIRE
LYMINGTON COMPREHENSIVE SCHOOL
Southampton Road, Lymington, Hants SO4 9ZA
Tel: 0590 77234
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES (Scale 1 post) to teach Woodwork and Metalwork to CSE and O level. Ability to teach Technical Drawing would be an advantage.
Application forms from the Headmaster, Mr. J. Hall, to whom they should be returned as soon as possible.

HAMPSHIRE
DAMIAN'S SCHOOL
Batchell Lane, Hamble, Southampton
(Mixed Comprehensive 11-18)
(450 on roll)
TECHNICAL STUDIES
Curriculum Vitae to be sent to Head Teacher with S.A.E.

HAMPSHIRE
PORTSMOUTH AND AREA
WAKEFORD SCHOOL
Wakeford Road, Havant
Hants PO9 2JT
(Mixed 11-16 Comprehensive)
(1,050 on roll)
Required for January, 1980 :
1 TEACHER for TECHNICAL STUDIES to teach Technical Drawing to CSE and O level. Interest in Woodwork and Technical Studies would be helpful. Applicants should be able to teach Building Studies to CSE level.
Scale 1 with all the usual allowances.
Application forms from the Headmaster, Mr. J. Hall, to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
CHANCELLOR'S SCHOOL
Pinn Grove, Brockmoor Pat
(Mixed 11-18)
TEACHER of TECHNICAL STUDIES (Scale 1 post) with a specialism in Woodwork required for January, 1980, to teach Woodwork to CSE and O level. Good facilities in well-equipped workshop. Ample storage of materials and technical text books. Scale 1 plus allowances £1,605.
Applications by letter to the Headmaster, giving details of qualifications and experience and names of two referees and enclosing a S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
BADGER GROVE SCHOOL
Kings Langley, Hertfordshire
(Mixed 11-16 Comprehensive)
(1,000 on roll)
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES to teach Woodwork to CSE and O level. Ability to teach Technical Drawing would be an advantage. Scale 1 post.
Application forms from the Headmaster, Mr. J. Hall, to whom they should be returned as soon as possible.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
Civic Centre, Lampton Road
Hounslow TW3 4DN
Telephone 01-570 7728
SPECIAL CRAFT TEACHER (Woodwork/Metalwork), Scale 2, to join a department of seven, with responsibility for organising the Special Craft course. Specialist qualifications, experience and names of two referees.
Ref: 248-BG/10.79.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
Civic Centre, Lampton Road
Hounslow TW3 4DN
Telephone 01-570 7728
Feltham Hill Road, Feltham
(Mixed 11-16 Comprehensive)
Headmaster : J. Whitehead, M.A.
Required for January/April, 1980 :
1 TEACHER of TECHNICAL STUDIES
Longford School is one of two schools in the Borough which has a specialism in Technical Studies. The Borough has a generous system of remission for part-time courses leading to professional qualifications.
Application forms from the Headmaster, Mr. J. Whitehead, M.A.
Closing date: 14th December, 1979.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
Civic Centre, Lampton Road
Hounslow TW3 4DN
Telephone 01-570 7728
Feltham Hill Road, Feltham
(Mixed 11-16 Comprehensive)
Headmaster : J. Whitehead, M.A.
Required for January/April, 1980 :
1 TEACHER of TECHNICAL STUDIES
Longford School is one of two schools in the Borough which has a specialism in Technical Studies. The Borough has a generous system of remission for part-time courses leading to professional qualifications.
Application forms from the Headmaster, Mr. J. Whitehead, M.A.
Closing date: 14th December, 1979.

Scale 1 Posts

BEXLEY
London Borough of
The Broad, Welling, Kent.
(Mixed Comprehensive)
Required for January 1980, in this well-equipped school, or as soon as possible thereafter :
1 TEACHER of MATHEMATICS to O level and CSE level. Scale 1 post.
1 TEACHER of MATHEMATICS to extend into O and A level. Scale 2 post.
1 TEACHER of MATHEMATICS to teach to O level and CSE level. Scale 1 post.
Candidates are required to teach in which areas their main technological interests and in which other area they can offer help. Experience of and interest in the latest design techniques would be particularly helpful. There is a possibility of a scale post for a suitable candidate.
L.A.E. Scale. Assistance with removal expenses. Post low and distinguish allowance can be considered.
Requests for application forms (enclosing S.A.E.) should be sent to the Headmaster.

BROMLEY
(London Borough of)
ARNOLD'S HIGH SCHOOL
The Hollies, Off Layhams Road,
Keston Mark, Keston,
Kent.
(Mixed 11-16 Comprehensive)
Required in January, 1980 :
1 TEACHER of MATHEMATICS. Scale 1 post.
Application forms and further details available from the Headmaster, Mr. C. Evans, M.Sc., B.Ed., A.R.I.C.
Closing date: 12th December, 1979.

CROYDON
(London Borough of)
ERDINGTON HIGH
Orchard Way, Shirley, CR0 7NJ
Telephone : 01-776 0280
Tenable : 1st September, 1980
Required from September, 1980 :
1 TEACHER in charge of TECHNICAL STUDIES to teach the new, purpose-built mixed 11-16 Comprehensive, to open with first year, opening with a new intake of first year pupils and the addition of a new year group to the school as it begins to grow. Applications will be welcomed from candidates with a wide range of interests in the "fourth area" as well as in the traditional crafts. Candidates should apply by letter to the Head, giving full details of qualifications and experience and names and addresses of two referees.

CROYDON
(London Borough of)
INGRAM BOYS' HIGH
Spencer Road, Shirley, Croydon, Heath Surrey CR0 8UD
Telephone: 01-655 0901/3.
Tenable: 1st January, 1980
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES (Scale 1 post), to specialise in Technical Drawing with some Woodwork. An ability to teach Technical Drawing would give a considerably enriched curriculum. Applicants should be suitably experienced candidates for suitably experienced candidate. A willingness to undertake extra-curricular activities is essential. Preference will be given to graduates.
Please apply for further particulars and application form.

DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND RC GRAMMAR SCHOOL
(Voluntary Aided)
(Roll 1,000 — 11-18)
Scale 3
Required for September, 1980 :
1 TEACHER of MATHEMATICS to O and A level and CSE level. Ability to teach Physics to O level would be an advantage.
Application forms available from the Headmaster, Mr. D. Giles, M.A.
Tel. 01-764 3112
Age range 11 to 18 years
Number on roll, 1,241
Required from January, 1980, a TEACHER of TECHNICAL DRAWING up to G.C.E. 'O' level and TECHNICAL DRAWING up to C.S.E. Mode 3. Scale 2 post available for equivalent and suitable candidate.
London Allowance £474.
Legal expenses up to £500 and assistance towards removal expenses will be considered in appropriate circumstances.
Application forms and further particulars of the post are available from the Headmaster at the above address. Please enclose a stamped addressed envelope.
Closing date, 14th December, 1979.

HAMPSHIRE
ANDOVER COUNTY SCHOOL
Winton Road, Andover, Hants
Number on roll 1,000
Required for January/April, 1980 :
Scale 1
TEACHER for TECHNICAL STUDIES
Closing date for receipt of application forms, 14th December, 1979.
Application forms from the Headmaster, Mr. J. Whitehead, M.A.

HAMPSHIRE
LYMINGTON COMPREHENSIVE SCHOOL
Southampton Road, Lymington, Hants SO4 9ZA
Tel: 0590 77234
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES to teach Woodwork to CSE and O level. Ability to teach Technical Drawing would be an advantage. Scale 1 post.
Application forms from the Headmaster, Mr. J. Hall, to whom they should be returned as soon as possible.

HAMPSHIRE
PORTSMOUTH AND AREA
WAKEFORD SCHOOL
Wakeford Road, Havant
Hants PO9 2JT
(Mixed 11-16 Comprehensive)
(1,050 on roll)
Required for January, 1980 :
1 TEACHER for TECHNICAL STUDIES to teach Technical Drawing to CSE and O level. Interest in Woodwork and Technical Studies would be helpful. Applicants should be able to teach Building Studies to CSE level.
Scale 1 with all the usual allowances.
Application forms from the Headmaster, Mr. J. Hall, to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
CHANCELLOR'S SCHOOL
Pinn Grove, Brockmoor Pat
(Mixed 11-18)
TEACHER of TECHNICAL STUDIES (Scale 1 post) with a specialism in Woodwork required for January, 1980, to teach Woodwork to CSE and O level. Good facilities in well-equipped workshop. Ample storage of materials and technical text books. Scale 1 plus allowances £1,605.
Applications by letter to the Headmaster, giving details of qualifications and experience and names of two referees and enclosing a S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
BADGER GROVE SCHOOL
Kings Langley, Hertfordshire
(Mixed 11-16 Comprehensive)
(1,000 on roll)
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES to teach Woodwork to CSE and O level. Ability to teach Technical Drawing would give a considerably enriched curriculum. Scale 1 post.
Application forms from the Headmaster, Mr. J. Hall, to whom they should be returned as soon as possible.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for Removal Expenses.
JOHN KEMP SCHOOL
Higher Tregonan, St. Ives, Cornwall
Phone Number 0
Headmaster: W. Blackford
TECHNICAL STUDIES (Scale 1 plus S.P.R.) (Equivalent of 1 post) (Mixed group) required for January, 1980, to teach pre-vocational courses to 14-16 years.
Application forms obtainable from the Head Teacher on receipt of S.A.E.
Closing date: 12th December, 1979.

CROYDON
(London Borough of)
ERDINGTON HIGH
Orchard Way, Shirley, CR0 7NJ
Telephone : 01-776 0280
Tenable : 1st September, 1980
Required from September, 1980 :
1 TEACHER in charge of TECHNICAL STUDIES to teach the new, purpose-built mixed 11-16 Comprehensive, to open with first year, opening with a new intake of first year pupils and the addition of a new year group to the school as it begins to grow. Applications will be welcomed from candidates with a wide range of interests in the "fourth area" as well as in the traditional crafts. Candidates should apply by letter to the Head, giving full details of qualifications and experience and names and addresses of two referees.

CROYDON
(London Borough of)
INGRAM BOYS' HIGH
Spencer Road, Shirley, Croydon, Heath Surrey CR0 8UD
Telephone: 01-655 0901/3.
Tenable: 1st January, 1980
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES (Scale 1 post), to specialise in Technical Drawing with some Woodwork. An ability to teach Technical Drawing would give a considerably enriched curriculum. Applicants should be suitably experienced candidates for suitably experienced candidate. A willingness to undertake extra-curricular activities is essential. Preference will be given to graduates.
Please apply for further particulars and application form.

DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND RC GRAMMAR SCHOOL
(Voluntary Aided)
(Roll 1,000 — 11-18)
Scale 3
Required for September, 1980 :
1 TEACHER of MATHEMATICS to O and A level and CSE level. Ability to teach Physics to O level would be an advantage.
Application forms available from the Headmaster, Mr. D. Giles, M.A.
Tel. 01-764 3112
Age range 11 to 18 years
Number on roll, 1,241
Required from January, 1980, a TEACHER of TECHNICAL DRAWING up to G.C.E. 'O' level and TECHNICAL DRAWING up to C.S.E. Mode 3. Scale 2 post available for equivalent and suitable candidate.
London Allowance £474.
Legal expenses up to £500 and assistance towards removal expenses will be considered in appropriate circumstances.
Application forms and further particulars of the post are available from the Headmaster at the above address. Please enclose a stamped addressed envelope.
Closing date, 14th December, 1979.

HAMPSHIRE
ANDOVER COUNTY SCHOOL
Winton Road, Andover, Hants
Number on roll 1,000
Required for January/April, 1980 :
Scale 1
TEACHER for TECHNICAL STUDIES
Closing date for receipt of application forms, 14th December, 1979.
Application forms from the Headmaster, Mr. J. Whitehead, M.A.

HAMPSHIRE
LYMINGTON COMPREHENSIVE SCHOOL
Southampton Road, Lymington, Hants SO4 9ZA
Tel: 0590 77234
Required for January, 1980 :
1 TEACHER of TECHNICAL STUDIES to teach Woodwork to CSE and O level. Ability to teach Technical Drawing would give a considerably enriched curriculum. Scale 1 post.
Application for

County of Cleveland

SPECIAL SCHOOLS

STOCKTON PERIPATETIC REMEDIAL TEAM
SCALE 2 POST

Applications are invited for a permanent post in this team from Scalor, 1980. Persons applying should have a specialist interest in the development of language skills with school pupils. The team is based in a well established reading centre and members work mainly alongside staff in primary schools.
A car/car user allowance is payable.
Forms of application and further details obtainable from and returnable to the Peripatetic Remedial Team Leader, Reading Centre, Mill Lane Junior School, Dovecot Street, Stockton, Cleveland TS18 1HG, not later than 14th December, 1979.

RIEVAULX SCHOOL
E.S.N. (m) 5-16 years, Rievaulx Avenue, Billingham, Cleveland TS23 2BH. Unit for non-communicating children

SCALE 1 POST PLUS S.S.A.
Required for January, 1980, or as soon as possible, a teacher to take responsibility for boys' welfare and games as well as general teaching duties in this unit for severely handicapped children.
Further details obtainable from the Head Teacher.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 14th December, 1979.

Vacancies in April, 1980, in the City of Birmingham's Special Education Services.

This City recognised for its contributions to special education by its Universities, Polytechnics, Colleges and Schools, offers opportunities to enthusiastic and well-qualified teachers to apply for the following posts. All these schools are pleasantly situated, well served by public transport and take advantage of the close proximity of the surrounding countryside and the considerable resources of the Second City.

A. Headships—due to retirement

(1) Beaufort School, Group 4(S)
16 Coleshill Road B36 8AA
This school caters for 40 pupils with severe learning difficulties, whose ages range from 4-13 years.
(2) Cherry Oak School, Group 5(S)
90 Frederick Road B29 6PB
This all-age school provides for 55 pupils with severe learning difficulties.

New post

(3) Advisory Teacher for Ordinary Services for the Hearing Impaired (Salary Scale Headteacher—Group 6)
The successful applicant will be required to lead a team of five peripatetic teachers, to plan and coordinate educational provision for children in ordinary schools or of pre-school age, to control the supply of auditory equipment in the ordinary sector, and to direct the in-service training of candidates for the B.A.T.O.D. Diploma.

B. Deputy Headship—due to promotion

(1) Fox Hollies School, Group 5(S)
419 Fox Hollies Road B27 7QA
This all-age school provides for 64 pupils with severe learning difficulties.

C. Scaled Posts

(1) Victoria School, Group 9(S)
Bell Hill B31 1LD
This school caters for 250 all-age pupils who have a variety of physical and severe learning difficulties.
(a) Head of Lower School, Senior Teacher
Experience in teaching young children with a range of learning difficulties and an ability to lead and organise a large multi-disciplinary team is necessary.
(b) Deputy in Charge of Planned Dependence Department, Scale 3(S)
Candidates should be experienced in teaching special care children. A knowledge of communication skills and behaviour modification is desirable.
(2) Calthorpe School, Group 9(S)
Leopold Street, Highgate B12 0TJ
This school caters for 300 all-age pupils with a variety of handicaps, including mild and severe learning difficulties.
(a) Music Teacher/Therapist, Scale 2(S).
This post offers exciting opportunities to develop music as a therapy, as part of an expressive arts team within the school and to link with a team of advisory teachers working in other special and ordinary schools in the City.
A qualification in music therapy would be of advantage, but is not essential.
Application forms and further details for posts under A are available from the Chief Education Officer, Staffing Branch, Education Department, Margaret Street, Birmingham B3 3BU, and for those under B and C from the Headteachers at the schools. All are returnable by December 31st.

BIRMINGHAM CITY COUNCIL

SPECIAL EDUCATION continued

Deputy Headships Senior Masters/ Mistresses

BRADFORD (City of)
METROPOLITAN COUNCIL
ROUNDTHORN SCHOOL
E.S.N.(S)
DEPUTY HEAD (Group 3(S)) required for Easter, 1980, or earlier if possible. The school operates special care for 50 mentally handicapped children, with additional physical handicap. Experience with such children is essential, a degree is desirable, with a specific qualification in teaching of mentally handicapped children.
Further details and application forms may be obtained from the Staffing and Training Unit, 4th Floor, Provincial House, Market Street, Bradford BD1 1AF, and should be returned to the Head Teacher, Roundthorn School, 181 Stopsdons Road, Bradford BD8 7TD, by 14 December, 1979.

DORSET
WESTBOURNE SCHOOL
Robert Louis Stevenson Avenue
Bournemouth
Required Easter 1980. Applications are invited from well qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER (Group 4(S)) to be considered all age day school for 95 maladjusted pupils. Assistance with removal and legal expenses.
Application forms and further particulars from the Staffing Officer (on receipt of S.A.E.), Area Education Office, Portman Lodge, Richmond Hill, Bournemouth, BH2 6EH, to be returned by 14th December, 1979.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
PINEWOODS SCHOOL
Hare Lane, Ware, Herts
Required for Easter 1980: Resident DEPUTY HEAD (Group 4(S)).
Pinewoods is a day and weekly boarding Special School catering for 140 boys and girls of secondary age. The main living accommodation of the school curriculum, specific responsibility for the organisation of either the senior (12 years and over) section or the first and third years) section of the school.
Candidates, experience in this field of special education, with a relevant diploma, is essential. The Deputy Head is required to live on the site, a second teacher responsibility for the organisation and supervision of the boarders' evening activities.
A pleasant centrally-heated three/four bedroomed semi-detached house is available at a rent of approximately £450 per annum.
Salary: Burnham Group 4(S) plus responsibility allowance and London Outer Fringe allowance.
Applicants are welcome to visit the school by appointment with the Headmaster Mr. J. Jackson, from whom forms of application are available and to whom completed forms should be returned by Friday, 7th December.

LIVERPOOL
DEPUTY HEAD TEACHER
WATERGATE SCHOOL
Speke Road, Liverpool L24 8QA
Required for January, 1980, or as soon as possible thereafter. This school caters for children with severe learning difficulties, many of whom have additional handicaps.
Further particulars from the Head Teacher. Closing date 10th December, 1979.
Application forms available (S.A.E. please) from the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ. Closing date.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
ST. PETER'S E.S.N.(M) SPECIAL SCHOOL
(Group 4(S).) DEPUTY HEADTEACHER
re-advertisement
required by the Summer, 1980, or earlier if possible, a suitably qualified and experienced teacher to be responsible for the organisation and day to day running of a Special School which provides education for approximately 70 children between the ages of 5 and 16 years with moderate learning difficulties.
The successful applicant will have an acceptable qualification in Special Education.
The school is in Group 4(S) for salary purposes i.e. within the range £7,824-£8,616 p.a. inclusive.
Application forms and further particulars obtainable from Jack Chapman, Director of Schools, Civic Centre, Newcastle upon Tyne, NE99 2BN, to be returned to him not later than 14th December, 1979.
Successful applicants will be required to undergo a medical examination in respect of their health.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts:
HEADTEACHER (Group 4(S)) for SPECIAL SCHOOL, New Baldersley Grange, Neighbourhood 2, NG24 2NX.
Headmaster: C. G. Gilmour
Mixed, 120.
For boys, suitably qualified and experienced DEPUTY HEADTEACHER (Group 4(S)) for mixed all-age school for E.S.N.(M) children.
The successful applicant will contribute fully to the life of the school.
Applications (no forms) to the Headmaster, with details of two referees, as soon as possible.

TYNE AND WEAR
THORNHILL PARK SCHOOL FOR DAY PUPILS
Sunderland
Applications are invited for the following positions at this school which opens in January, 1980:
(a) DEPUTY HEAD TEACHER. Salary negotiable, Group 4(S) to Group 5(S) according to qualifications, experience and responsibilities. Speech therapy qualification would be an advantage.
(b) ASSISTANT TEACHER. Scale 2(S).
Further details and application forms from Mrs. J. Jackson, Headmistress, Thornhill Park School, Ryhope Road, Sunderland, Tyne and Wear.

CITY OF SALFORD
EDUCATION DEPARTMENT
PROVISION FOR PHYSICALLY HANDICAPPED CHILDREN
Barton Day Centre, Swinton
Tel. 793-2133
To open in January, 1980, for children in the Swinton area.
DEPUTY HEADTEACHER
Special school experience and qualifications essential. Duties will include responsibility for the organisation of teaching and nursing staff, liaison with parents and other agencies, and participation in the teaching of children with severe physical handicaps.
Application forms and further details from the Director of Education, Civic Centre, Salford M60 8LA, to be returned by 14th December, 1979.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
CASTLE E.S.N. (M) SCHOOL
Oxford Road, Bloxwich,
Walsall WS3 2XJ
Telephone Bloxwich 76128
DEPUTY HEAD TEACHER
(Scale 4(S))
This is an ideal position for an experienced person with sound practical and theoretical experience who can contribute to the lively and stimulating atmosphere which this Special Service provides. A detailed job description is available. Closing date 14th December, 1979.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an S.A.E.

Other Posts on Scale 2 and above

BERKSHIRE
PERIPATETIC TEACHING SERVICES
SENIOR PERIPATETIC TEACHER (AUDIOLOGY)
(Scale 4)
Applications are invited from qualified TEACHERS of the DEAF, who have had a Diploma in Audiology and have relevant research and clinical experience for the post-SENIOR PERIPATETIC TEACHER (Audiology) in the East and West Berks County from January 1980 or as soon afterwards as possible.
Those senior teachers will be responsible to the Head Teachers of the County Peripatetic Service for the teaching of deaf children and young impaired children. The work would include the assessment and administrative and in-service training work, and the support of the special units for hearing impaired children. Case load would be adjusted accordingly. A special interest in the pre-school child would be useful. Car allowance payable.
Application form and further details from the Director of Education (Well), Room 1, Konrad House, 80-82 Broad Street, Reading, Berkshire RG1 3BL. Closing date December 14.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
SLATED ROW SCHOOL
Gayhurst
Required for April, 1980, TEACHER(S) for mixed modern special school designed for 120 pupils E.S.N.(M) as follows:
(a) CRAFT, plus basic subjects.
(b) PHYSICAL EDUCATION and games including outdoor pursuits.
For full details see Special Education Section—Scale 2 Posts.

CAMBRIDGESHIRE
HUNTINGDON AREA
SPRING COMMON SCHOOL
American Lane, Huntingdon
(Group 4(S))
Applications are invited from suitably qualified and experienced teachers for the post of HEAD OF MIDDLE SCHOOL (11-16), (Years 3(S)), in the E.S.N.(M) section of this day special school.
Application forms and further details available from the Headmaster, Mr. D. Haldrey at the school (S.A.E. please), closing date 11th December, (Huntingdon (480624).

BALING
(London Borough of)
EDUCATION SERVICE
Required for January 1980, or as soon as possible thereafter, a PERIPATETIC TEACHER of the DEAF. The person appointed will be required to concentrate a service which gives assistance in the main to hearing impaired children in pre-school and those attending ordinary and special schools. An interest in total communication (Makaton) would be an advantage.
A Scale 3 post is available for suitably qualified person, plus £1,125 London Weighting.
Application forms (S.A.E.) from Mrs. Jean Officer, Ealing House, 5-9 Uxbridge Road, Ealing W5 2BP.

HAMPSHIRE
WATERSIDE SCHOOL
Manor Lane, Portsmouth PO6 1HA
Special School for maladjusted boys and girls of all ages
Required for January (or as soon as possible thereafter) a TEACHER for Scale 3 (S) post or responsible allow.
S.A.E. to Head for application form and details.

HAVERING
(London Borough of)
CORBETTS E.S.N.(M)
(Tel: 176 Mixed)
Dagnam Park Lane, Upminster, RM14 2VG
Required TEACHER of HANDICRAFTS (Scale 3(S)).
For further details see our display advertisement under Secondary vacancies.

KIRKLEES
METROPOLITAN COUNCIL
LYDGATE E.S.N.(M) SPECIAL SCHOOL
(Ref. 817)
Kirkcroft Lane, New Mill, Huddersfield
Required for January, 1980, TEACHER to be responsible for basic subjects with a strong practical element and arts. A Scale 3 post is available for an enthusiastic teacher to develop a scheme of work relating to leisure activities, both in the school and in the community, with emphasis on the school's link with Health and Safety education for older pupils.
Application forms (S.A.E. please) from Mrs. Gillian Clough, Personal Services Department, Civic Centre, Huddersfield HD1 2QW, to whom completed forms should be returned.

LIVERPOOL
ASSISTANT, Scale 2(S)
FINCHLEA SCHOOL
Liverpool L14 0HY
Required as soon as possible. This school caters for boys aged 5 to 16 with severe learning difficulties, many of whom have additional handicaps. The post is suitable for a teacher with a special interest in the development of language skills with school pupils.
Further details and application forms from the Headmaster, Mr. J. Kingsley.
Application forms (S.A.E.) from the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ.

KINGSWAY EDUCATION CENTRE
Blackpool
Required to start as soon as possible, TEACHER OF SOCIAL SUBJECTS to work with boys having experience of working with disturbed children. Scale 3 post.
Application forms (S.A.E.) from Mr. J. Hall, Kingsway Education Centre, Blackpool FY4 4PE.

LIVERPOOL
TEACHER IN CHARGE, Scale 3 plus Special Schools Allowance
DOVECOT EDUCATIONAL GUIDANCE UNIT
Stonefield Road, Liverpool L14 9NN
Required for January, 1980, to teach CHILDREN WITH SPECIAL NEEDS. The teacher will be involved in the assessment of children with emotional and behavioural difficulties, usually in the secondary phase, providing counselling and guidance for parents and teachers.
Closing date December 10, 1979.
Application forms available (S.A.E.) from and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ.

OXFORDSHIRE
COUNTY COUNCIL
BIBLIOTHECA SCHOOL
Bracknell Road
Finmere, Buckingham
Reading, Berks
If you are a SPECIAL EDUCATIONAL TEACHER with post experience qualifications, you might just be the man we need at Bibliotheca School. We need a leader to help develop the curriculum in all parts of the school and to lead and guide a post graduate the successful applicant. The appointment is for Easter 1980. A superior house and application forms are obtainable from Mrs. Gillian Lowe (telephone: Finmere 241 Sat).

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
STANNINGTON E.S.N. SCHOOL
TEACHER (Scale 3(S))
required January, 1980:
An experienced and suitably qualified teacher to be responsible to the Junior Team CO-ORDINATOR with special responsibility for individual programme development over all curriculum areas.
The person appointed should be able to offer expertise in one or more of the following curriculum areas: mathematics, language development, concept development, assessment procedures.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
Application forms obtainable from the Director of Education, at the address given below, on receipt of a stamped addressed foolscap envelope, returned to him by 14th December, 1979.
A. Hepburn, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

SURREY
EDUCATION COMMITTEE
THE MANOR SCHOOL, Lingfield, Surrey
Three are two vacancies for ANT TEACHERS in the Physical Department of this school which caters for maladjusted and young people resident in hospital.
There is a vacancy for a Scale 3(S) post for a graduate teacher of experienced physics.
Further details and application forms available from the Headmaster, Mr. J. Greenwood.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
MULTI-RACIAL EDUCATIONAL SERVICE
TEACHER, Scale 3
Duties to be discharged in one of the following areas: Bilingual Assistance, Remedial Education, Reception Centre, Peripatetic Service, Ethnic Groups Teacher.
Application forms from the Director of Education, Education Department, Civic Centre, Wolverhampton WV1 1RR, to be returned within 10 days of advertisement.

Scale 1 Posts

BARNET
(London Borough of)
OAK LODGE SCHOOL
E.S.N.(M)
Heath View, off East End Road, London N2 0QY
Telephone: 01-444 6711
Required 1st January, 1980, TEACHER for boys of secondary age. Must be specially trained, for some of the time, in the use of behaviour modification techniques in an opened class environment. Driven by way of housing accommodation may be expected and expensive.
Application form (S.A.E. please) available from and returnable to the Director of Education (Ref. 1/1), Town Hall, Friern Barnet Road, London N11 3DL, as soon as possible.

CARTREF MELYS SCHOOL
Sychnant Pass, Conwy, Gwynedd
(a part of 'Care Concern')
This residential school for 24 emotionally disturbed boys between the ages of 11-16 years has the following vacancies:

ASSISTANT TEACHER specialising in ART

Salary range: Burnham 1S
Experience of teaching boys with educational difficulties and ability to undertake some pastoral responsibility essential. 16 hours per week evening duties.

SENIOR HOUSEMASTER/HOUSEMISTRESS

Applications are invited from experienced and qualified persons in the field of child-care or similar discipline. The person appointed will be expected to live in the child-care team and be responsible for the School in the absence of the Head and Deputy Head.
Salary range: £4,923-£5,547 p.a.

Application forms and role definitions available from the **School Secretary**, at the above address. Telephone: Conwy 3358.
Informal enquiries welcomed.

SPECIAL SCHOOLS

The Hamilton School Hamilton Road B21 8AH

Required January: Teacher to take charge of

BOYS' P.E.
and
GAMES AND/OR MUSIC

throughout the school, in the E.S.N.(M) Educational Special School. An opportunity for an enthusiastic teacher to gain Special School experience.

For information and application form, telephone Head: 021-554 1679.

Yewcroft School, Court Oak Road Harborne B17 9AB
Tel: 021-427 4000

Required as soon as possible: temporary or permanent non-resident Scale 1 teacher for a group of senior pupils at this co-educational residential day school for maladjusted pupils. The post is both challenging and rewarding. An ability to teach basic subjects is essential.
The post would suit someone interested in entering special education, but some previous experience in teaching is essential.
Further details and application forms from the Headmaster at the school. Enquiry by telephone or send stamped addressed envelope. Special Schools' Allowance payable.
There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

SPECIAL EDUCATION
Scale 1 Posts continued

BRADFORD
(City of)
METROPOLITAN COUNCIL
LINTON RESIDENTIAL SCHOOL
Resident woman teacher required for Lintel Farm, as capable adult, for this residential special school for delicate and maladjusted boys and girls aged 7 to 13yrs. Lintel Farm is a Junior/Middle School providing for special subject teaching, full range of normal activities and opportunities within a Senior Girls' Grammar.
Accommodation provided for a single person. Scale 1 salary plus residential allowance. A position is open for board and lodging.
Further details may be obtained from the Headteacher, Mr. M. Pickering (telephone Grassington 752241).
Application forms may be obtained from the Staffing and Training Unit, 4th Floor, Provincial House, Market Street, Bradford BD1 1AF, and should be returned to the Head Teacher, Mr. M. Pickering, Linton Residential School, Grassington, Skipton, North Yorkshire, by 14th December 1979.

BRENT
(London Borough of)
HARRIETTS GREEN SECONDARY SCHOOL
Harriotts Green Road, NW10
(Minimum roll 96, age range 11-16)
Required as soon as possible:
TEACHER for boys of any mixed group in this Day Special School for maladjusted children. Main subjects are taught by all staff. Ability to teach technical drawing and/or music would be especially helpful. This is a challenging post dealing with urban children, the majority of whom live in settled social and domestic environments. Applicants must be prepared to adopt a flexible approach. Salary Scale 1(S) plus Special Schools allowance. Scale 2(S) available for suitably qualified and experienced teacher.
London allowance of £474 per annum is payable and there is a scheme for assistance with removal expenses including rent allowance. Candidates should apply by letter, giving full details of their qualifications, experience and present post, and names and addresses of two referees, enclosing S.A.E. for reply.

BRIGHTON
DYNORAVEN HALL SCHOOL FOR DAUGHTERS OF HEARING CHILDREN
Greatways
Applications are invited for the post of TEACHER of the DEAF, Scale 2 post, at the above named school.
Successful candidate will be required to teach pupils in the Middle 1 class group in Junior Department and Upper 1 class group in Middle 1 plus Special Schools allowance.
Further details and forms from the Headmaster, Education Office, Bartholomew Square, Brighton.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
SLATED ROW SCHOOL
Wolverton
Required for April, 1980, TEACHER(S) for mixed modern special school designed for 120 pupils E.S.N.(M).
(1) The successful candidate will teach CRAFT SUBJECTS for approximately four days per week and BASIC SUBJECTS for the remainder of the week. This is a challenging post with opportunities to develop wood, metal, building and pottery, etc., in a large newly established craft room. Scale 2 or 3 plus Special Schools allowance of £481 p.a.
(2) The successful candidate will be in addition responsible for BASIC SUBJECTS and PHYSICAL EDUCATION and games and generally to establish a programme including outdoor pursuits, swimming, athletics and sports. Previous experience and qualifications in one of these fields essential. Special Schools allowance of £481 p.a. Scale 2 or 3 according to experience and qualifications.
Applications by letter to the Head, Slated Row School, Old Wolverton Road, Wolverton, Bucks, MK12 5PA, giving full personal details and the names and addresses of two referees. Subject to the County Council's approval, removal expenses and board and lodging allowances are payable.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
VINIO HOUSE SCHOOL
Crendon Road, High Wycombe
Head: Mrs. M. Chatterham
Required for January, 1980: ASSISTANT TEACHER (Scale 2(S)) for group of pupils in Middle 1 class in Junior Department of Special School for E.S.N.(M) Children. Scale 3 post with Special Schools allowance.
Special School experience or qualification necessary. A demand for this very rewarding area of education.
Reimbursement of removal expenses, allowances for rent and initial expenses of £200 may be payable in approved cases. Mileage allowances payable, removal van payable in approved cases.
Details and application forms (against addressed envelope) from Headmistress.

CAMBRIDGESHIRE
PETERBOROUGH AREA
THE GLOUCESTER CENTRE
Norwich Close, Orton Longueville, Peterborough
Age range 5-16
Required for April, 1980 or earlier if possible:
ASSISTANT TEACHER (Scale 1 plus special responsibility allowance) to assist in a small special care unit for children with severe mental and physical handicaps.
Applications from first qualified teachers willing to join in this work will be considered.
There is a possibility of assistance being given with housing in appropriate cases.
Further details and forms of application are available from the Senior Education Officer, Education Office, Tenuick Close, Orton Longueville, Peterborough PE2 0LX, (Ref. 1S/A.S.), (Not Closed) to whom they should be returned by 14th December, 1979.

CROYDON
(London Borough of)
SIR CYRIL JACKS SCHOOL
(Maladjusted)
Monks Orchard Road, Beckenham, Kent, BR3 3BZ
Telephone: 01-777 9511 2
Timetable: 1st January 1980
Qualified TEACHER required at this co-educational maladjusted boarding and day school for all age adolescent children.
Experience and or qualification in the care of maladjusted adolescents should be sought. Applicants should have a keen interest in practical activities and the ability to organise and supervise the out of school activities of a small group of pupils.
Salary, Burnham Scale 1, plus £311 Special Schools Allowance. Initial London Area Allowance.
Reasonable removal expenses will be reimbursed. Assistance with S.A.E. for applications from applicants not living in London area.
Application forms available (S.A.E.) from and returnable to the Head of Intake, Director of Education, 13 Sir Thomas Street, Liverpool L1 6BJ.

DERBYSHIRE
CLOSURN SCHOOL
Talbot Road, Glossop SK13 9BH
A TEACHER of MATHEMATICS (Scale 2) required to commence duties after 1st January, 1980, at this mixed comprehensive school. Pupils are set for this subject, and the E.S.N.(M) class.
Required for January, 1980 a temporary TEACHER to work in the Junior Reception Unit for children of both sexes and Maladjusted pupils, Scale 1 (S). Age range 4-9 years, and the Unit team comprises two teachers and an assistant. Ideally the applicant should be experienced in the infant age range and will have some experience of difficult children. However a willingness to work with the relevant background would be considered.
The appointment is initially a temporary one, but there is a possibility of a permanent appointment.
London Weighting £174 plus Special Schools Allowance.
Application forms and further details may be obtained from the Area Education Officer at the address to be undersigned by 14th December, 1979.
Director of Education, Education Offices, Broadway, London E15 4BP.

GLOUCESTERSHIRE
BETHESDA SCHOOL (E.S.N.(S.)), HARLEY HOUSE, Cheltenham
Qualified TEACHER required from January, 1980, or as soon as possible thereafter, for children with severe learning difficulties. To work with a class group in Junior Department and to assist in the development of Scale 1 plus Special Schools allowance.
Further details and forms from the Headmaster, Enclose self-addressed envelope.

HAMPSHIRE
GOLDEAST HOSPITAL SCHOOL
Goldeast Hospital, Bunbury Green, Nr. Southampton
E.S.N.(M) on roll
Required February 1980
TEACHER, Scale 1 plus Special Schools allowance for class of active children aged 7 to 9 years. Send curriculum vitae, names, addresses and telephone numbers of two referees and S.A.E. to: The Hon. Secretary.

HILLINGDON
(London Borough of)
JACKSON'S SCHOOL
Royal Lane, Hillingdon,
Uxbridge UB8 3QD
Required as soon as possible: TEACHER (Scale 1S, for a class of 12 to 16 year olds at this all age day ESN school. Ability to teach CRAFT SUBJECTS for the majority of the week essential, but applicants should be willing to work with children of all ages.
There is a wide range of duties and extra-curricular activities and the appointee will be expected to take a full part in the life of the school.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone Uxbridge 50111, extension 3168) to whom they should be returned as soon as possible.
London Allowance payable.
Special Schools Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, London Road, Hounslow, TW3 1SADR
LONDON JEWISH SECONDARY SCHOOL
Sutton Lane, Hounslow TW13 4ST
Headmaster: Mr. M. P. Spiegel.
Required January 1980, a suitably qualified TEACHER for pupils aged 11 years (non-ambulant children) to 16 years.
Required January 1980, a suitably qualified TEACHER for pupils aged 5 to 11 years (non-ambulant children) to be in charge of a small group of boys and girls aged 5 to 11 years with severe learning difficulties. Experienced teachers interested in this age group of pupils are only those of these children who have had supportive facilities are available.
London Allowance £347 payable. Special Scale payable. Closing date for this post 14th December.
Application forms (enclosed addressed foolscap envelope) obtainable from the Headmaster at the school to whom they should be returned by the closing date.
A. Hepburn, Director of Education.

KENT
COUNTY COUNCIL
SPECIAL SCHOOL DEPARTMENT
CANTERBURY DIVISION
JOY LANE GROUP TUITION UNIT
Whitstable
Required from April, 1980, an experienced TEACHER for a boy of approximately pre-adolescent age, between the ages of 9 and 13 years. Each member of the group is responsible for assisting the development of the social growth of pupils and behaviour modification is used.
Scale 1 post, plus special schools allowance.
Application forms from the Divisional Education Officer, 78 London Road, Canterbury, Kent, CT2 8LR.

KENT
THE ROYAL LONDON SOCIETY FOR THE BLIND
TEACHER of MUSIC required at this boarding school for blind children to teach children aged 5 to 16 (one other instrument is included) and to share responsibility for general work throughout the school. Single teacher available for single teacher, if the successful teacher has qualification to teach piano. Applicants should write for details of the post to The Warden, Mr. John Hall, Royal London Society for the Blind, Hartshill, Stoke-on-Trent, Staffs ST4 7LR, (not closed) to whom they should be returned by 14th December, 1979.

LIVERPOOL
FINCHLEA SCHOOL
Liverpool L14 0HY
ASSISTANT, Scale 1
Plus Special Schools Allowance
Required as soon as possible. This school caters for children aged 5 to 16 with severe learning difficulties, many of whom have additional handicaps. The post is suitable for a young teacher with special education training. Experience in the development of language skills with school pupils, especially with the less able, and music therapy would be an added advantage.
Further details and application forms from the Headmaster, Mr. J. Kingsley.
Application forms (S.A.E.) from the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ.

NEWHAM
(London Borough of)
EVANDS INFANT SCHOOL
Norths Street, London E13 0HN
(Tel: 01-472 0010)
Head Teacher: Mr H. Teare
Mixed 480.
Required for January, 1980 a temporary TEACHER is required to work in the Junior Reception Unit for children of both sexes and Maladjusted pupils, Scale 1 (S). Age range 4-9 years, and the Unit team comprises two teachers and an assistant. Ideally the applicant should be experienced in the infant age range and will have some experience of difficult children. However a willingness to work with the relevant background would be considered.
The appointment is initially a temporary one, but there is a possibility of a permanent appointment.
London Weighting £174 plus Special Schools Allowance.
Application forms and further details may be obtained from the Area Education Officer at the address to be undersigned by 14th December, 1979.
Director of Education, Education Offices, Broadway, London E15 4BP.

NORTHAMPTONSHIRE
CURRY FOREST GATE SCHOOL
Forest Road, Cheltenham
Corby NN17 1TH
Required for January 1980, or as soon as possible thereafter, a young teacher with special education training for the assessment of Mrs. Lasten, to take effect from the beginning of the summer term, 1980.
Those interested in being considered for the post should apply to the Clerk to the Provost and Fellows, Trevelyan College, Bion College, Whitehead, DL5 6EU.

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Letchworth
Telephone: 04626 3185
(An Independent Coeducational Boarding and Day School of 410 pupils aged two and a half to 18. The junior school has the age range seven to 13.)
Applications are invited for the post of SENIOR MISTRESS in the Junior School to start in April, 1980, or as soon as possible thereafter. Applications should be made in writing to the Headmaster, Mr. Peter Lawrence, who will be pleased to send further particulars and details of the post.

WARWICKSHIRE
MILLBROOK GRANGE SCHOOL
Parkfield Drive, Kenilworth CV8 2JJ
A qualified TEACHER required as from January 1980 to take charge of 10 maladjusted girls aged 11-16 years. This is a residential post and a self-contained flat is available. The school catering for boys and girls of high intelligence who are experiencing difficulties in adjusting to their environment. Applicants should be willing to work with this approach.
Salary—Burnham Group 4(S) Assistant Teachers Scale 1 plus special schools allowance of £481 per annum. Initial London Area Allowance £782 per annum. Removal expenses may be paid in approved cases. Applications should be sent to the Headmaster at the above address as soon as possible.

Independent Schools

Headships

BERKSHIRE
ETON COLLEGE
The Provost and Fellows invite applications for the appointment of HENRY LASTER, to take effect from the beginning of the summer term, 1980.
Those interested in being considered for the post should apply to the Clerk to the Provost and Fellows, Provost's Lodge, Eton College, Windsor SL4 6DW.

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Letchworth
Telephone: 04626 3185
(An Independent Coeducational Boarding and Day School of 410 pupils aged two and a half to 18. The junior school has the age range seven to 13.)
Applications are invited for the post of SENIOR MISTRESS in the Junior School to start in April, 1980, or as soon as possible thereafter. Applications should be made in writing to the Headmaster, Mr. Peter Lawrence, who will be pleased to send further particulars and details of the post.

INDEPENDENT
continued

By Subject Classification

Art and Design

Heads of Department

SUSSEX
WORTH SCHOOL
Turners Hill, Crawley, Sussex
11-18+, boarding, age range 10 to 18+.
Full vacancy in April 1980 or September 1980 for DIRECTOR of ART to be responsible for teaching Art and History of Art.
Accommodation provided.
Apply with curriculum vitae and testimonials to Headmaster.

Other Assistants

WILTSHIRE
ST. MARY'S SCHOOL
Calne
An challenging opportunity occurs for a HEAD of DEPARTMENT of a newly extended Art Centre in a well established school and sixth form of 320 pupils. The candidate should be a well qualified worker prepared to develop painting and craft work in a stimulating and lively way to teach Art and Art History to A-level.
There are two assistants in the department at present and the post should be thought of as a resident one.

Careers

WILTSHIRE
ST. MARY'S SCHOOL
Calne
Required in January (or April) 1980 a GRADUATE to be in charge of CAREERS DEPARTMENT and to teach some HISTORY in the Sixth Form (Independent Girls' Boarding School).
Apply with curriculum vitae to the Headmistress.

Classics

Heads of Department

SHROPSHIRE
MUNSLOW HALL
Weston Rhyn, Oswestry
Telephone: Chirk (0691 88) 367)
To wish to change to the life of this public boarding school for girls aged 2½-18 as a GRADUATE to take charge of LATIN ? this is a progression with a strong classical subject need 2 months to a decade ; secondary English of French would be useful, but not essential. Subsidiary English of French would be useful, scale additionally above Burnham, and conditions of this small school. Please apply to the Principal as soon as possible, including full details of age and training, from whom further particulars may be obtained. The appointment will be made for the beginning of the summer term 1980 or as soon as possible thereafter.

LONDON, E.17
FOREST SCHOOL
Independent, H.M.C. : I.A.P.S. 750 boys.
Required in September, a GRADUATE, who will be second in the department to Head of Classics. Scale 2 (£ 7 to 10 and £ 170 to £ 200 p.a.) and should have some Greek if possible in Sixth Form.
Assistance with games an advantage.
Subsidised accommodation possible Sons and daughters at reduced fees.
Apply stating full curriculum vitae and names of two referees to the Headmaster. Those whose further details may be obtained.

Economics

MIDDLESEX
HARROW SCHOOL
Required for September 1980, a TEACHER qualified to teach SOCIAL SCIENCE to A-level. Ability to teach Economics to University Entrance level. Ability to coach games, especially soccer and/or rugby football at a high level would be an added qualification.
Applications with full curriculum vitae and names of two referees to The Head Master, Harrow School, Harrow on the Hill, Middlesex.

English

Heads of Department

HAMPSHIRE
LORD WANDSWORTH COLLEGE
(H.M.C. Independent Boarding School: 550 boys)
Required September 1980: HEAD of ENGLISH DEPARTMENT (Burnham Scale 3).
Applicants should be aged between 30 and 45 and have had proven success and experience of teaching boys for GCE 'O' and 'A' levels, and CSE. Literature interests should include Literature Magazine among other outside activities including winter sports. Two single or married accommodation provided. College salary scale.
Please apply with C.V. and names of two referees to the Warden, Trinity College, Glenalmond, Perthshire PH1 3SR from whom further details of the post can be obtained (Tel. Glenalmond 208).

HEREFORD AND WORCESTER
THE KING'S SCHOOL
Worcester
Owing to the absence of the Head of Department on study leave a graduate TEACHER of ENGLISH is required for the Summer Term 1980 to teach the subject mainly in the Sixth Form. Readiness to help with extra-curricular activities would be an advantage.
Apply with curriculum vitae and names of referees, should be sent not later than 19th December 1979 to the Headmaster, The King's School, Worcester, from whom further particulars of the post can be obtained.

Other Assistants

CAMBRIDGE
ST. MARY'S CONVENT
Ridgman Street, Cambridge
Independent Catholic Grammar School, 600 girls 11-18.
Qualified ENGLISH TEACHER required for April 1980 for Middle School (approx. 11-14 years). Literature and/or history and another subject essential.
Starting salary according to first-year points, including R.E. teaching. Extra payments will be given to Catholic applicants.
Burnham Scale 2 according to qualifications and experience.
Apply Headmistress with curriculum vitae and the names of two referees.

CHANNEL ISLANDS
THE LADIES' COLLEGE
Guernsey
(Independent Direct Grant Day School)
Required, if possible for January 1980, and certainly for September 1980:
ENGLISH SPECIALIST (Honours Graduate) with ability teaching at all levels up to University entrance in a department of three, the school has 75 academically selective intake.
The needs of the department could be met by part-time English teaching at middle school level during the Spring and Summer terms.
Burnham Scale 2 or 3 (plus Guernsey allowance at present) and English Superannuation.
Ireland income tax 30p in the pound.
Please apply to the Principal as soon as possible including curriculum vitae and names, addresses and telephone numbers of at least two referees.

ESSEX
PLAISTOW SCHOOL
Required for September 1980, an ENGLISH TEACHER for 11-16 boys with some teaching experience. The ability to teach some subject other than English would be of benefit. Burnham Scale 2 (£ 7,020 to £ 8,175 inclusive) plus £ 150 p.a. London allowance.
Application forms and further details of the post can be obtained from the Headmaster, Plaistow School, Bromley Road, London E13 9AR.

HEREFORD AND WORCESTER
THE KING'S SCHOOL
Worcester
Owing to the absence of the Head of Department on study leave a graduate TEACHER of ENGLISH is required for the Summer Term 1980 to teach the subject mainly in the Sixth Form. Readiness to help with extra-curricular activities would be an advantage.
Apply with curriculum vitae and names of referees, should be sent not later than 19th December 1979 to the Headmaster, The King's School, Worcester, from whom further particulars of the post can be obtained.

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Apply Headmistress with curriculum vitae and the names of two referees.

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ENGLISH SPECIALIST (Honours Graduate) with ability teaching at all levels up to University entrance in a department of three, the school has 75 academically selective intake.
The needs of the department could be met by part-time English teaching at middle school level during the Spring and Summer terms.
Burnham Scale 2 or 3 (plus Guernsey allowance at present) and English Superannuation.
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Application forms and further details of the post can be obtained from the Headmaster, Plaistow School, Bromley Road, London E13 9AR.

LONDON, E.17
FOREST SCHOOL
Independent, H.M.C. : I.A.P.S. 750 boys.
Required in September, a GRADUATE, who will be second in the department to Head of Classics. Scale 2 (£ 7 to 10 and £ 170 to £ 200 p.a.) and should have some Greek if possible in Sixth Form.
Assistance with games an advantage.
Subsidised accommodation possible Sons and daughters at reduced fees.
Apply stating full curriculum vitae and names of two referees to the Headmaster. Those whose further details may be obtained.

HEREFORD AND WORCESTER
THE KING'S SCHOOL
Worcester
Owing to the absence of the Head of Department on study leave a graduate TEACHER of ENGLISH is required for the Summer Term 1980 to teach the subject mainly in the Sixth Form. Readiness to help with extra-curricular activities would be an advantage.
Apply with curriculum vitae and names of referees, should be sent not later than 19th December 1979 to the Headmaster, The King's School, Worcester, from whom further particulars of the post can be obtained.

History

DEVON
KELLY COLLEGE
Tavistock
(H.M.C., 286 boys, 73 Sixth Form girls, 150 in Sixth Form, Preparatory School 120 boys) in Elfordtown 35 miles from Plymouth.
Required for January 1980, a GRADUATE to teach HISTORY throughout the school on a two-term temporary appointment.
Apply as soon as possible with curriculum vitae and the names, addresses and telephone numbers of two referees to The Headmaster, Kelly College, Tavistock.

NOTTINGHAMSHIRE
WORKSOP COLLEGE
(H.M.C., Independent: 410 boys, mainly boarding, 40 day girls) Worksop (pop. range 35,000).
Required for September 1980, a GRADUATE to teach HISTORY throughout the school on a two-term temporary appointment.
Apply with curriculum vitae, names of referees and telephone number to The Headmaster, Worksop College, Worksop, Notts. Worksop (0909) 4782391.

LONDON, S.E.12
RIVERSTON SCHOOL
Eltham Road
Lewisham, SE12 8UF
Required for Spring Term: TEACHER of GEOGRAPHY to take some of ENGLISH subsidiary FRENCH. Scale 1 plus London Allowance.
Applications in Principal with full curriculum vitae and names and addresses of two referees.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow
(Independent, Day, H.M.C., 460 boys)
A TEACHER of ENGLISH required for April or September 1980. The person appointed will teach in a thriving department at all levels from 11 years to A level and Oxbridge, and would be able also to join in the usual range of sporting and/or extra curricular activities. Salary above London Burnham.
Apply with full details and the names, addresses and telephone numbers of three referees, to the Headmaster, The John Lyon School, Middle Road, Harrow.

PERTHSHIRE
GLENALMOND
Required for April 1980, young GRADUATE to teach ENGLISH with FRENCH and possibly LATIN.
Balance and range of teaching can be adapted to fit the abilities of the successful applicant. Ability to coach Games is important, especially cricket and rugby ; opportunities available for wide range of other outside activities including winter sports. Two single or married accommodation provided. College salary scale.
Please apply with C.V. and names of two referees to the Warden, Trinity College, Glenalmond, Perthshire PH1 3SR from whom further details of the post can be obtained (Tel. Glenalmond 208).

Geography

SURREY
ST. MAUR'S
Weybridge, Surrey
Independent
From September 1980, GRADUATES in GEOGRAPHY with recent experience to teach throughout the School. Two posts, Burnham Scale.
Apply with references and names of referees to the Headmistress.

History

DEVON
KELLY COLLEGE
Tavistock
(H.M.C., 286 boys, 73 Sixth Form girls, 150 in Sixth Form, Preparatory School 120 boys) in Elfordtown 35 miles from Plymouth.
Required for January 1980, a GRADUATE to teach HISTORY throughout the school on a two-term temporary appointment.
Apply as soon as possible with curriculum vitae and the names, addresses and telephone numbers of two referees to The Headmaster, Kelly College, Tavistock.

NOTTINGHAMSHIRE
WORKSOP COLLEGE
(H.M.C., Independent: 410 boys, mainly boarding, 40 day girls) Worksop (pop. range 35,000).
Required for September 1980, a GRADUATE to teach HISTORY throughout the school on a two-term temporary appointment.
Apply with two testimonials to The Headmaster, Worksop College, Worksop, Notts. Worksop (09009) 4782391.

LANCASHIRE
BOLTON SCHOOL
(BOYS' DIVISION)
MATHEMATICS TEACHER required in January or September 1980 to teach throughout the School, including A level work. A temporary appointment for one year terminating from January 1980 would be considered.
Burnham Scale 3 is available for successful candidate according to qualifications and experience.
Apply in writing to Headmaster giving full details of qualifications and experience and the names and addresses of two referees.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow
(Independent, Day, H.M.C., 460 boys)
Required in September 1980, a MATHEMATICS TEACHER to teach A level work throughout the School. Ability to coach games and extra curricular activities.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, The John Lyon School, Middle Road, Harrow.

PERTHSHIRE
GLENALMOND
Required for April 1980, young GRADUATE to teach ENGLISH with FRENCH and possibly LATIN.
Balance and range of teaching can be adapted to fit the abilities of the successful applicant. Ability to coach Games is important, especially cricket and rugby ; opportunities available for wide range of other outside activities including winter sports. Two single or married accommodation provided. College salary scale.
Please apply with C.V. and names of two referees to the Warden, Trinity College, Glenalmond, Perthshire PH1 3SR from whom further details of the post can be obtained (Tel. Glenalmond 208).

LONDON, S.W.13
ST PAUL'S SCHOOL
As a result of an appointment to a headship elsewhere, we require two GRADUATES to start in September 1980 for CLASSICS and MATHEMATICS respectively throughout the school up to university entrance standard.
A good honours degree is essential. Ability to coach games and extra curricular activities an advantage.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood, Middx HA6 2HT as soon as possible.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow
(Independent, Day, H.M.C., 460 boys)
Required in September 1980, a MATHEMATICS TEACHER to teach A level work throughout the School. Ability to coach games and extra curricular activities.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, The John Lyon School, Middle Road, Harrow.

MORAYSHIRE
DONDEGIT HIGH SCHOOL
(Co-educational boarding : 350 boys 350 girls)
There is a vacancy for a well qualified MATHEMATICS TEACHER from September 1980, to teach throughout the School to 'O' grade and beyond. Ability to coach games, especially Rugby, an advantage. Accommodation available for married man at Aberlour House (Georgian house with garden) at greatly reduced rate.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees should be made to the Headmaster, Hopeman Road, Elgin. Morayshire IV30 2RH from whom further particulars may be obtained. Telephone : 0343 830 285.

PLYMOUTH
MATHEMATICS
TEACHER required for January 1980 or April 1980. Mathematics to 'O' level and some A level work also required. Burnham Scale.
Apply immediately to the Headmistress giving details of experience and the names and addresses of two referees.

LONDON, S.W.13
ST PAUL'S SCHOOL
As a result of an appointment to a headship elsewhere, we require two GRADUATES to start in September 1980 for CLASSICS and MATHEMATICS respectively throughout the school up to university entrance standard.
A good honours degree is essential. Ability to coach games and extra curricular activities an advantage.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood, Middx HA6 2HT as soon as possible.

MIDDLESEX
MERCHANT TAYLORS' SCHOOL
Required for September 1980, a well-qualified GRADUATE to teach MATHEMATICS throughout the School. Accommodation if required. Own salary scale. Apply with curriculum vitae and names and dates of curricular activities.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood, Middx HA6 2HT as soon as possible.

SUSSEX
HURSTPIERPOINT COLLEGE
Required for September 1980, a GRADUATE to teach in the Mathematics Department to 'O' level and beyond. Ability to coach games an advantage. Accommodation available for married man.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, Hurstpierpoint College, Hurstpierpoint, Sussex BN6 9JS.

WILTSHIRE
MARLBOROUGH COLLEGE
Required for September 1980, a MATHEMATICS TEACHER to teach boys aged 13-18 ; 350 boys and 50 girls in Sixth Form. Ability to coach games an advantage.
Apply to the Headmaster giving full details of experience and the names and addresses of two referees.

Mathematics

BUCKINGHAMSHIRE
GARDENS SCHOOL
Beaconsfield
(Independent Boarding and Day School, HMC entry) is to appoint a GRADUATE to teach the subject and A level Physics in Combined Science courses.
Salary on Burnham Scale according to qualifications and experience.
Apply Headmaster with curriculum vitae and names of two referees.

BUCKINGHAM
STOWE SCHOOL
MATHEMATICS specialist required for September 1980, to teach throughout the School. Ability to coach games. Own salary scale.
For further details, apply to The Headmaster, Stowe School, Buckingham MK18 5EH.

CHANNEL ISLANDS
MORNINGTON COLLEGE
Mornington Road
St. Helier, Jersey, C.I.
Required in January 1980 to take MATHEMATICS to 'O' level and CSE according to qualifications and experience.
Apply in writing to Headmaster giving curriculum vitae and names of two referees.

DEVON
KELLY COLLEGE
Tavistock
(H.M.C., 286 boys, 73 Sixth Form girls, mainly boarding, 150 in Sixth Form, Preparatory School 120 boys) in Elfordtown 35 miles from Plymouth.
Required for September 1980, a GRADUATE to teach MATHEMATICS to 'O' level. Ability to coach games or other activities would also be required.
Apply as soon as possible with curriculum vitae and the names, addresses and telephone numbers of two referees to The Headmaster, Kelly College, Tavistock.

EXETER
HOYLAKE SCHOOL
(H.M.C., Direct Grant)
Required for January 1980 or September 1980, a GRADUATE to teach throughout the School.
Salary according to qualifications and experience.
Apply in writing to Headmaster giving curriculum vitae and names of two referees.

WILTSHIRE
MARLBOROUGH COLLEGE
Required in September 1980, a MATHEMATICS TEACHER to teach boys aged 13-18 ; 350 boys and 50 girls in Sixth Form. Ability to coach games an advantage.
Apply to the Headmaster giving full details of experience and the names and addresses of two referees.

KENT
THE KING'S SCHOOL
Canterbury
Required for September 1980, a MATHEMATICS TEACHER to teach throughout the School including A level work. Ability to coach games and extra curricular activities.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, The King's School, Canterbury.

Modern Languages

Heads of Department

CROYDON
WHITGIFT SCHOOL
H.M.C., 1,000 Day
The post is vacant at the FRENCH DEPARTMENT will be vacant in September 1980 and will be filled by a teacher of high academic standard, good facilities for language teaching, extensive opportunities for visits abroad. Salary on Burnham Scale according to qualifications and experience.
Further details from the Headmaster, Whitgift School, Haling Park, Croydon, Surrey, with applications, with curriculum vitae and the names of two referees should be submitted not later than 14th December, 1979.

EDINBURGH
FETTES COLLEGE
(H.M.C. Independent, primarily boarding school for boys, 11 to 18 years) and 40 Sixth Form girls.
Required for September 1980, a GRADUATE to be HEAD of MODERN LANGUAGES.
Salary on Fetites Scale according to qualifications and experience.
Further details and application form from the Headmaster, Fettes College, Edinburgh EH4 1QX.

READING
THE ABBEY SCHOOL
Direct Grant (Independent)
Required in September 1980
HEAD of GERMAN DEPARTMENT to teach throughout the school to University entrance standard.
A good honours degree is essential. Ability to coach games and extra curricular activities an advantage.
A full and responsible post for a suitably qualified and experienced candidate.
Please apply to the Headmistress.

Other Assistants

BUCKINGHAM
STOWE SCHOOL
FRENCH SPECIALIST required for September 1980, to teach full-time at all levels up to University Entrance. Own salary scale.
For further details, apply to The Headmaster, Stowe School, Buckingham MK18 5EH.

CHANNEL ISLANDS
MORNINGTON COLLEGE
Mornington Road
St. Helier, Jersey, C.I.
Required in January 1980 to take GERMAN and FRENCH up to 'O' level.
Salary according to qualifications and experience.
Apply in writing to Headmaster giving curriculum vitae and names of two academic referees.

MIDDLESEX
HARROW SCHOOL
Required for September 1980, a MODERN LANGUAGES TEACHER able to offer French and one other language, primarily for work in the Middle School. Ability and/or desire to coach games (especially cricket and/or rugby football) at a high level would be an added qualification.
Apply, with full curriculum vitae and naming two referees, to The Headmaster, Harrow School, Harrow on the Hill, Middlesex.

WEST YORKSHIRE
HUDDERSFIELD
4 Oakholme Road
Sheffield S10 3DH
Required in September 1980, qualified TEACHER of FRENCH to teach 11-16 years age group in the Comprehensive School and to coach Games.
Applicants should be in full sympathy with the Christian aims of the School.
Salary: Burnham Scale. Governing Body Appointment.
Please apply with Curriculum Vitae and testimonials to The Headmaster, Hinchcliffe School, Oakholme Road, Sheffield S10 3DH.

Music

Heads of Department

SURREY
BUX HILL SCHOOL
Mickleham, Dorking
(Co-educational Maristhu School run on Montessori principles)
Required for September 1980, Director of Music, but ability to coach games and to teach some subject other than music will be necessary.
Salary on Burnham Scale according to qualifications and experience.
Apply Headmaster with curriculum vitae and names of two referees.

READING
THE ABBEY SCHOOL
Direct Grant (Independent)
Required in September 1980
HEAD of MUSIC DEPARTMENT to teach throughout the school to University entrance standard.
A good honours degree is essential. Ability to coach games and extra curricular activities an advantage.
A full and responsible post for a suitably qualified and experienced candidate.
Please apply to the Headmistress.

Other Assistants

BEDFORD
BEDFORD HIGH SCHOOL
(Girls' school of 360 aged 7 to 18) requires for January 1980 to teach girls aged 11 to 16 throughout the school to play an main functions, and possibly to play the piano, for one day a week. Tuition will be free and a pianoforte may be provided.
Applicants who can teach a second instrument will be particularly considered. Please apply to the Headmistress with curriculum vitae and names and addresses of two referees.

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(formerly Direct Grant, now independent)
1600 pupils aged eight to 18; aged 11 to 18 for January 1980 will be fully co-educational in early 1980.
CELLO TEACHER required in September 1980. The post would be outstanding. Ability to teach double bass an advantage, but not essential.
Applications with curriculum vitae and names of two referees to Mr. Kimbolton School, Kimbolton, Huntingdon, Cambs PE18 0EA.

HERTFORDSHIRE
HAILEYBURY
HERTFORD
Required for April 1980 a second MUSIC MASTER to teach throughout the School. Ability to coach games. Some London Fringe Allowance.
Haileybury is a boarding school for boys, aged 13 to 18, with a strong musical tradition and a flourishing music department. The post offers an excellent opportunity for a young graduate to make a full contribution to the life of the school.
Apply with curriculum vitae and names, addresses and telephone numbers of two referees to The Headmaster, Haileybury, Hertford SG13 7NU.

KENT
THE KING'S SCHOOL
Canterbury
Required for September 1980, a MUSIC MASTER to teach throughout the School including A level work. Ability to coach games and extra curricular activities.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, The King's School, Canterbury.

WILTSHIRE
MARLBOROUGH COLLEGE
Required in September 1980, a MUSIC MASTER to teach throughout the School. Ability to coach games an advantage.
Apply to the Headmaster giving full details of experience and the names and addresses of two referees.

Other Assistants

BERKSHIRE
ETON COLLEGE
PHYSICS MASTER required in January 1980 to teach throughout the School. Ability to coach games and extra curricular activities.
38 age group average of 11 to 18 years. Science laboratory work and use of computer available.
Academical and professional qualifications should be excellent, including a degree in Physics or Physics with Electronics.
Apply with curriculum vitae and names of two referees to The Provost, Eton College, Windsor.

Pastoral

Heads of Department

DERBYSHIRE
ST. LUDHAM'S C.E. SCHOOL
Ingmanthorpe, Matlock
(Boarding School for Boys aged 8 to 13 years)
Required for January 1980 or about 40 Boys to share responsibility and experience.
Further details from Headmaster to whom applications should be made in writing, including names of referees.

EAST SUSSEX
HOUSEMASTER (either sex) required in this small boarding and Day School. Country house with 30 boarders. Married accommodation provided. Interesting post for young graduate with wide interests to help run the Boarding House and share in the general life of the School.
Apply to The Headmaster, Ashdown House, Forest Row, East Sussex.

Physical Education

Heads of Department

CLEVELAND
ST. PETER'S SCHOOL
YARM
Required for January, in succession to present Head of PHYSICAL EDUCATION, a TEACHER to be responsible for the Girls' Games. The successful candidate will be able to teach Physical Education throughout the School. Some responsibility for Boys' Games will be required. Applications will be welcomed from graduates who have had experience in a similar post. Salary will be on the Burnham Scale according to qualifications and experience.
Apply to the Headmaster enclosing curriculum vitae and names of two referees.

SURREY
GRAND-DAY SCHOOL
Guildford
Required for January 1980 a PHYSICAL EDUCATION TEACHER to teach throughout the School. Ability to coach games and extra curricular activities. Burnham Scale according to qualifications and experience.
Apply with curriculum vitae and names of two referees to The Headmaster, Guildford Grammar School, Guildford.

Religious Education

CUMBRIA
CASTERTON SCHOOL
(Independent, co-educational boarding and day school)
The Headmaster of Casterton School requires a CLERGYMAN to be responsible for the Religious Education throughout the School and to take Services in the School Chapel. The successful candidate will also be required to teach some Classics and to help with Games.
Accommodation will be provided for a married man.
Apply to the Headmaster, Casterton School, Kirkby Lonsdale, Carnforth, Lancs LA6 2SG.

Science

Heads of Department

SURREY
GRAND-DAY SCHOOL
Guildford
Required for January 1980 a PHYSICAL EDUCATION TEACHER to teach throughout the School. Ability to coach games and extra curricular activities. Burnham Scale according to qualifications and experience.
Apply with curriculum vitae and names of two referees to The Headmaster, Guildford Grammar School, Guildford.

INDEPENDENT
Science
continued

WEST MIDLANDS
LITTLEMILL COLLEGE
Bridge Road, Bury and Boarding: 440 pupils)
HEAD of THE SCIENCE DEPARTMENT
Required by April 1980 or sooner if possible, a well-qualified CHEMIST to be HEAD of the SCIENCE DEPARTMENT. Ability to teach PHYSICS throughout the school essential.
Bachelor accommodation may be available.
Burnham Scale 3 or 4 according to qualifications and experience. Further details from the Headmaster. Telephone : Bury 61 2424 (24 hours).

WILTSHIRE
MARLBOROUGH COLLEGE
VIOLIN TEACHER required in January 1980 to teach 6 hours per week. Teaching at least one other instrument desirable. Grade 5 Orchestra and Theory of Music required and at least Grade 8 Violin.
Applications to be sent to The Director of Music, Marlborough College, Wiltshire SN8 1PA.

Pastoral

Heads of Department

DERBYSHIRE
ST. LUDHAM'S C.E. SCHOOL
Ingmanthorpe, Matlock
(Boarding School for Boys aged 8 to 13 years)
Required for January 1980 or about 40 Boys to share responsibility and experience.
Further details from Headmaster to whom applications should be made in writing, including names of referees.

EAST SUSSEX
HOUSEMASTER (either sex) required in this small boarding and Day School. Country house with 30 boarders. Married accommodation provided. Interesting post for young graduate with wide interests to help run the Boarding House and share in the general life of the School.
Apply to The Headmaster, Ashdown House, Forest Row, East Sussex.

Physical Education

Heads of Department

CLEVELAND
ST. PETER'S SCHOOL
YARM
Required for January, in succession to present Head of PHYSICAL EDUCATION, a TEACHER to be responsible for the Girls' Games. The successful candidate will be able to teach Physical Education throughout the School. Some responsibility for Boys' Games will be required. Applications will be welcomed from graduates who have had experience in a similar post. Salary will be on the Burnham Scale according to qualifications and experience.
Apply to the Headmaster enclosing curriculum vitae and names of two referees.

SURREY
GRAND-DAY SCHOOL
Guildford
Required for January 1980 a PHYSICAL EDUCATION TEACHER to teach throughout the School. Ability to coach games and extra curricular activities. Burnham Scale according to qualifications and experience.
Apply with curriculum vitae and names of two referees to The Headmaster, Guildford Grammar School, Guildford.

Other Assistants

BERKSHIRE
ETON COLLEGE
PHYSICS MASTER required in January 1980 to teach throughout the School. Ability to coach games and extra curricular activities.
38 age group average of 11 to 18 years. Science laboratory work and use of computer available.
Academical and professional qualifications should be excellent, including a degree in Physics or Physics with Electronics.
Apply with curriculum vitae and names of two referees to The Provost, Eton College, Windsor.

MIDDLESEX
HARROW SCHOOL
Required for September 1980, a MODERN LANGUAGES TEACHER able to offer French and one other language, primarily for work in the Middle School. Ability and/or desire to coach games (especially cricket and/or rugby football) at a high level would be an added qualification.
Apply, with full curriculum vitae and naming two referees, to The Headmaster, Harrow School, Harrow on the Hill, Middlesex.

WEST YORKSHIRE
HUDDERSFIELD
4 Oakholme Road
Sheffield S10 3DH
Required in September 1980, qualified TEACHER of FRENCH to teach 11-16 years age group in the Comprehensive School and to coach Games.
Applicants should be in full sympathy with the Christian aims of the School.
Salary: Burnham Scale. Governing Body Appointment.
Please apply with Curriculum Vitae and testimonials to The Headmaster, Hinchcliffe School, Oakholme Road, Sheffield S10 3DH.

MIDDLESEX
HARROW SCHOOL
Required for September 1980, a TEACHER qualified to teach PHYSICS to A level. Ability to coach games and extra curricular activities.
Apply with full curriculum vitae and names of two referees to The Headmaster, Harrow School, Harrow on the Hill, Middlesex.

PERTHSHIRE
GLENALMOND
Required for April 1980 or September 1980, a well qualified GRADUATE to teach MATHEMATICS throughout the School, including Advanced and Scholarship levels.
Burnham Scale.
Apply immediately to the Headmistress giving details of experience and the names and addresses of two referees.

LONDON, S.W.13
ST PAUL'S SCHOOL
As a result of an appointment to a headship elsewhere, we require two GRADUATES to start in September 1980 for CLASSICS and MATHEMATICS respectively throughout the school up to university entrance standard.
A good honours degree is essential. Ability to coach games and extra curricular activities an advantage.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood, Middx HA6 2HT as soon as possible.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow
(Independent, Day, H.M.C., 460 boys)
Required in September 1980, a MATHEMATICS TEACHER to teach A level work throughout the School. Ability to coach games and extra curricular activities.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, The John Lyon School, Middle Road, Harrow.

MORAYSHIRE
DONDEGIT HIGH SCHOOL
(Co-educational boarding : 350 boys 350 girls)
There is a vacancy for a well qualified MATHEMATICS TEACHER from September 1980, to teach throughout the School to 'O' grade and beyond. Ability to coach games, especially Rugby, an advantage. Accommodation available for married man at Aberlour House (Georgian house with garden) at greatly reduced rate.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees should be made to the Headmaster, Hopeman Road, Elgin, Morayshire IV30 2RH from whom further particulars may be obtained. Telephone : 0343 830 285.

PLYMOUTH
MATHEMATICS
TEACHER required for January 1980 or April 1980. Mathematics to 'O' level and some A level work also required. Burnham Scale.
Apply immediately to the Headmistress giving details of experience and the names and addresses of two referees.

READING
THE ABBEY SCHOOL
Direct Grant (Independent)
Required in September 1980
HEAD of MATHEMATICS DEPARTMENT to teach throughout the school to University entrance standard.
A good honours degree is essential. Ability to coach games and extra curricular activities an advantage.
A full and responsible post for a suitably qualified and experienced candidate.
Please apply to the Headmistress.

STAFFORDSHIRE
DENSTONE COLLEGE
Required for September 1980, a MATHEMATICS TEACHER to teach throughout the school to University entrance standard. Ability to coach games and extra curricular activities.
Apply stating salary scale and accommodation required.
Applications, including curriculum vitae and the names of two referees, should be sent to The Headmaster, Denstone College, Uttoxeter, Staffs ST14 5HN, by 7th January 1980.

SUSSEX
HURSTPIERPOINT COLLEGE
Required for September 1980, a GRADUATE to teach in the Mathematics Department to 'O' grade and beyond. Ability to coach games an advantage. Accommodation available for married man.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, Hurstpierpoint College, Hurstpierpoint, Sussex BN6 9JS.

WILTSHIRE
MARLBOROUGH COLLEGE
Required in September 1980, a MATHEMATICS TEACHER to teach boys aged 13-18 ; 350 boys and 50 girls in Sixth Form. Ability to coach games an advantage.
Apply to the Headmaster giving full details of experience and the names and addresses of two referees.

Other Assistants

BEDFORD
BEDFORD HIGH SCHOOL
(Girls' school of 360 aged 7 to 18) requires for January 1980 to teach girls aged 11 to 16 throughout the school to play an main functions, and possibly to play the piano, for one day a week. Tuition will be free and a pianoforte may be provided.
Applicants who can teach a second instrument will be particularly considered. Please apply to the Headmistress with curriculum vitae and names and addresses of two referees.

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(formerly Direct Grant, now independent)
1600 pupils aged eight to 18; aged 11 to 18 for January 1980 will be fully co-educational in early 1980.
CELLO TEACHER required in September 1980. The post would be outstanding. Ability to teach double bass an advantage, but not essential.
Applications with curriculum vitae and names of two referees to Mr. Kimbolton School, Kimbolton, Huntingdon, Cambs PE18 0EA.

HERTFORDSHIRE
HAILEYBURY
HERTFORD
Required for September 1980, a second MUSIC MASTER to teach throughout the School. Ability to coach games. Some London Fringe Allowance.
Haileybury is a boarding school for boys, aged 13 to 18, with a strong musical tradition and a flourishing music department. The post offers an excellent opportunity for a young graduate to make a full contribution to the life of the school.
Apply with curriculum vitae and names, addresses and telephone numbers of two referees to The Headmaster, Haileybury, Hertford SG13 7NU.

KENT
THE KING'S SCHOOL
Canterbury
Required for September 1980, a MUSIC MASTER to teach throughout the School including A level work. Ability to coach games and extra curricular activities.
Apply with full details and the names, addresses and telephone numbers of three referees to The Headmaster, The King's School, Canterbury.

WILTSHIRE
MARLBOROUGH COLLEGE
Required in September 1980, a MUSIC MASTER to teach throughout the School. Ability to coach games an advantage.
Apply to the Headmaster giving full details of experience and the names and addresses of two referees.

MIDDLESEX
HARROW SCHOOL
Required for September 1980, a CHEMISTRY TEACHER. The person appointed would need to be able to teach Chemistry throughout the school to A level. Ability to coach games would be an added qualification. Accommodation may be available.
Apply, with full curriculum vitae and names of two referees, to The Head Master, Harrow School, Harrow on the Hill, Middlesex.

NORTH YORKSHIRE
ASHLEHOLME COLLEGE
PHYSICS
Enthusiastic PHYSICS TEACHER required in all temporary vacancy from January to July 1980. Accommodation may be available.
Application to the Headmaster, Ashlehome College, Ingleton, Carnforth, Lancs. Telephone : Ingleton 41 2329.

OLDHAM
THE HULME GRAMMAR SCHOOL FOR GIRLS
Oldham OL8 4DX
Required in Sixth Form (Approximately 120 pupils) for January 1980, a GRADUATE to teach PHYSICS throughout the school. Ability to coach games also desirable. Some experience desirable but not essential.
The post is a temporary one and will end in July 1980.
Please apply by letter to the Headmistress, including full details of age, present employment and qualifications and names and addresses of two referees.

SOMERSET
KING'S SCHOOL
Bruton
Required for September, 1980, a GRADUATE to teach BIOLOGY and CHEMISTRY to A level and to be a living-in House Tutor. Commitments include Saturday and Sunday duties.
Ideal first teaching post.
Apply in writing, giving full details of two referees to the Headmaster.

SUFFOLK
LEISGRAVE HALL SCHOOL
Near Ipswich
Required from January 1st, 1980, or as soon as possible afterwards, a qualified Independent Special School for mildly maladjusted, but normally intelligent boys, a TEACHER to take BIOLOGY to 'O' level and GENERAL SCIENCE with the lower forms.
The post would be suitable for a young graduate in all forms. Burnham Scale 2 (£ 7,020 to £ 8,175 inclusive) plus £1,040 per annum Special Schools Allowance, plus £1,040 per annum London Allowance. Further increments duties, and free single accommodation, heated, light in use. Ideal working conditions in beautiful countryside.
Application forms and further particulars from the Headmaster.

BERKSHIRE
Due to the absence of a master, a TEACHER of French PHYSICS will be needed for the Lent Term of 1980.
Please apply with curriculum vitae and names of referees to The Headmaster, Bradfield College, Reading RG7 6AU.

DORSET
BRYANSTON SCHOOL
Blandford, Dorset DT11 0PX
(H.M.C. Independent boarding, 420 boys, 140 girls, 11-18)
A YOUNG MASTER or MISTRESS is required for January 1980 to teach PHYSICS and CHEMISTRY. Ability to play C

SCOTTISH APPOINTMENTS

Independent Schools

Assistants by Subjects

Science

EDINBURGH

THE EDINBURGH ACADEMY

Required for September 1980 a full-time teacher of PHYSICS with some CHEMISTRY. Teaching will be applicable to S level of the G.C.E. and/or to Scottish Highers. Both departments follow the Nuffield syllabus to O & A level. It is expected that the majority of the teaching will be in the Physics department. Willingness to help with extra curricular activities would be an advantage.

Accommodation would be available in a boarding house for a suitable bachelor.

Applicants to The Rector, The Edinburgh Academy, Arboretum Place, Edinburgh EH3 5DS. (0131-556 4663) from whom further details may be obtained.

Colleges of Further Education

LOTHIAN
REGIONAL COUNCIL

STEVENSON COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER I IN MOTOR VEHICLE ENGINEERING
Salary on Rnge £4,464 to £5,859

The successful candidate should have sound industrial experience in the Motor Industry, with experience in the supervision of a heavy vehicle workshop.

Teaching experience with integrated training programmes and work-shop procedures is essential.

Applicants should possess the appropriate City and Guilds certificate or its equivalent. Candidates should be prepared to undertake part-time studies where necessary.

Application forms and further particulars from the Registrar, Stevenson College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE.

Administration

Local Education Authority

BORDERS REGIONAL COUNCIL

CAREERS OFFICER

Applications are invited from suitably qualified persons for the above post in the Education Department based at Duns to work in the Duns/Kelso/Eyemouth area of the Region.

Closing date 17th December, 1979.

Application forms and further particulars may be obtained from the Personnel Department, Council Headquarters, Newtown St. Boswells TD6 0SA.

Colleges of Further Education

BARNET
London Borough of
BARNET COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ADULT AND ADVANCED STUDIES
Required for 1st May, 1980, or as soon as possible:—
Post No. 5647 LECTURER II—Adult Education Organiser to share planning and supervision of Adult Education Classes.
Applicants should have experience in one or more of the following: Arts & Languages / Science & Social Sciences / Community Leisure Use / Music.
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES
Required from 1st May, 1980, or as soon as possible:—
Post No. 5648 LECTURER I—SECRETARIAL SKILLS
Ability to teach to O level, Associateship of Commerce or RSA Diploma standard and calculators would be an advantage.
Candidates should have teacher training or experience and good business experience.
DEPARTMENT OF ENGLISH STUDIES
Required for 1st May, 1980, or as soon as possible:—
Post No. 5649 LECTURER II—ESL
To organise ESL throughout the College and to be Course Tutor on Sec. 1 Course.
Graduates with teacher training and experience in ESL required.
The closing date for all the above posts will be 14th December, 1979.
Application forms and further particulars may be obtained by sending a large stamped, self-addressed envelope to the Principal, Hendon College of Further Education, Wilgrove Building, The Burroughs, Hendon, London, NW4 4HL.

BOLTON

BOLTON TECHNICAL COLLEGE
Principal: C. D. Deere, B.Sc., Ph.D., C.Eng., M.I.E.E., M.I.E.R.E., F.S.S.A.

BUILDING DEPARTMENT

LECTURER I in PLASTERING

Applications are invited from persons with recognised qualifications and relevant industrial experience to teach all grades of students in the C.G.L.I. advanced craft standard. The applicant will also be course tutor for Plastering courses. Teaching experience an advantage.

Salary: Lecturer I—£5,460-£6,048 plus £72 supplement with limited responsibility for proposal initiation/ experience.

Application form can be obtained from the Chief Administrative Officer, Bolton Technical College, Manchester Road, Bolton, to be returned by 12th December, 1979.

CAMBRIDGESHIRE
ISLE OF ELY COLLEGE OF FURTHER EDUCATION AND HORTICULTURE
LECTURER Grade I—ECONOMICS AND ACCOUNTS
Economics to Ordinary and Accounts to Ordinary level, and Economics to A level, Candidates should have experience of professional work.
Preference will be given to applicants who are able to offer other subjects as well as those mentioned.
Salary: £5,460 to £6,048 (under review).
Application and application form obtainable from the Principal, Isle of Ely College of Further Education and Horticulture, Wisbech, Cambs. (Wisbech 2206).

CROYDON
CROYDON COLLEGE
Fairfield, Croydon CR9 1DX
Applications are invited from suitably qualified persons for the following post, duties to commence 1st January 1980 or as soon as possible thereafter.

SCHOOL OF TECHNOLOGY

DEPARTMENT OF ELECTRICAL, ELECTRONIC AND COMMUNICATIONS ENGINEERING

LECTURER Grade I—ELECTRONICS

To teach Electronics and allied subjects to students following recently developed BTEC programmes; and to C.G.L.I. Electrical Technician Courses 281. Applicants should have qualifications to H.N.C. or F.E.C. standard and be conversant with contemporary technology.

The salary for the above post is in accordance with the Burnham Further Education Lecturer Scale 1 (under review) £5,130-£5,994 per annum, which includes the London allowance, but does not include a special allowance. Additions to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience.

Further details and application forms may be obtained from the Vice-Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

DUDLEY
METROPOLITAN BOROUGH
STOURBRIDGE COLLEGE OF TECHNOLOGY AND ART

DEPARTMENT OF BUSINESS AND GENERAL STUDIES

SENIOR LECTURER in BUSINESS STUDIES required for 1st January, 1980, or as soon as possible thereafter, to teach Economics and Elements of Law to B.E.C. and similar courses.
Salary Senior Lecturer Scale, £6,507 to £7,566, starting point according to qualifications and experience.
Application forms and further details from the Principal, Stourbridge College of Technology and Art, Hagley Road West, Oldbury, West Midlands. (Telephone: 021-552 3031).

EAST SUSSEX
HASTINGS COLLEGE OF ARTS AND TECHNOLOGY
Applications are invited from suitably qualified persons for the following posts, duties to commence 1st January, 1980, or as soon as possible thereafter.

DEPARTMENT OF ELECTRICAL AND MECHANICAL ENGINEERING

LECTURER Grade I—ELECTRICAL ENGINEERING

To teach Electrical Engineering subjects to students following recently developed BTEC programmes; and to C.G.L.I. Electrical Technician Courses 281. Applicants should have qualifications to H.N.C. or F.E.C. standard and be conversant with contemporary technology.

The salary for the above post is in accordance with the Burnham Further Education Lecturer Scale 1 (under review) £5,130-£5,994 per annum, which includes the London allowance, but does not include a special allowance. Additions to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience.

Further details and application forms may be obtained from the Vice-Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

EDINBURGH
DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION
Temporary LECTURER in EDUCATION

Temporary Lecturer in Education, Psychology required from January 1st January to 30th June, 1980. Applicants should be graduates with teacher training and experience, and should be able to supervise the Physical Education Practical Skills Programme and to undertake some teaching in Psychology and Education. Salary on the Lecturer Scale £4,464 to £9,219 per annum.

Further particulars and application forms available from the Principal, Dunfermline College of Physical Education, Cramond Road North, Edinburgh EH4 6JD. Closing date 30th November, 1979.

HAMPSHIRE
EDUCATION AUTHORITY
WINCHESTER COLLEGE OF TECHNOLOGY
Romsey Road
Winchester

DEPARTMENT OF HOTEL, CATERING AND CATERING ACCOMMODATION
LECTURER I in ACCOMMODATION STUDIES required to lead the Accommodation Studies in the proposed C.N.A.A. degree course.
Candidates must have a degree, together with appropriate experience in the industry.
This appointment could be made at a salary higher than the minimum for exceptional candidate.
Salary: Lecturer Grade II £6,507 to £7,701 per annum. Principal Lecturer Grade I £8,151 per annum.
Application forms available from The Secretary, Winchester College of Technology, Sovereign Road, Winchester, Hampshire, SO22 5HT. Telephone 58241, Extension 247.

HARINGEY
London Borough of
NORTH HARINGEY
ADULT EDUCATION CENTRES
Required for Spring Term commencing 7th January, 1980, Part-time teachers or teachers on a locum for LECTURER on maternity leave.
Subjects to be offered, in the various centres, include: History (Modern), Commerce and Civics up to G.C.E. 'O' level.
Further details and application forms from the Principal, North West Haringey Adult Education Centre, Tollington Adult Education Centre, Cotherstone, Muswell Hill, London, N.10.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS COLLEGE

DEPARTMENT OF GENERAL EDUCATION
Required 1st January, 1980, or as soon as possible thereafter, LECTURER Grade III in Social Studies to teach mainly on GENERAL STUDIES programmes for Engineering and Catering students. Candidates should be graduates or other equivalent qualified persons with experience of teaching in Further Education.
Salary Lecturer Grade III scale £4,470 to £7,179 per annum.

DEPARTMENT OF ENGINEERING
LECTURER Grade III in Mathematics to teach mainly to City and Guilds Craft and Technician standard. Applicants should be graduates or equivalent with experience of teaching Mathematics to students following City and Guilds courses.
Salary Lecturer Grade III scale £4,470 to £7,179 per annum.
Application forms and further particulars from the Vice-Principal, North Hertfordshire College, Wilbury Way, Letchworth, Herts SG6 3DP.

HERTFORDSHIRE
DE HAVILLAND COLLEGE
The Ring, Tring, Watford Bushey Grove City, Herts
Recruitment
STUDENT ADVISORY/LIAISON OFFICER (Lecturer I) for this widespread College on seven sites. Counselling, careership training should be teacher and/or youth work trained. Experience in personal care in further education desirable. Interest in personal welfare and experience of working informally with young people essential.
Assistance with removal expenses in approved cases.
Forms and further details from the Principal, to be returned by Monday 14th December.
Previous applicants will be reconsidered and do not need to re-apply.

HUMBERSIDE
County Council
HULL COLLEGE OF FURTHER EDUCATION
Springfield, Anlaby Rd, B.Sc., C.Eng., M.I.E.E., M.I.E.R.E.

DEPARTMENT OF MATHEMATICS AND SCIENCES
LECTURER IN PHYSICS
Applications are invited for the post of Lecturer I in Physics, to work in the Department involved in the teaching of the subject to the G.C.E., 'A' level standard and including B.E.C. courses in Science. Applicants should have a degree in Physics and a teaching qualification.
The post is tenable from the start of the Summer Term 1980.
Salary Scale: Lecturer Grade I £5,130-£5,994 per annum.
Application forms and further particulars are available from the Administrative Assistant (Personnel), Hull College of Further Education, Queen's Gardens, Hull HU1 3DG. Telephone (0482) 29351 (Ext. 235). Completed application forms to be returned within 14 days of the appearance of this advertisement.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS SCHOOL OF BUSINESS EDUCATION

DEPARTMENT OF BUSINESS STUDIES
Required for January 1980, or as soon as possible thereafter, a LECTURER Grade III in Shorthand, Typewriting and Secretarial Duties to teach on Secretarial Courses of SECRETARIAL Qualifications.
Applicants should be able to teach Shorthand to 100 w.p.m., Typewriting and Secretarial Duties to Diploma level.
Application forms and details of salary may be obtained on receipt of a self-addressed envelope from the Director of Education, Education Office, Douglas, Isle of Man, to whom completed forms should be returned by Friday, 14th December, 1979.

KENT
COUNTY COUNCIL
MEDWAY TECHNICAL COLLEGE
CANTERBURY ROAD, CHATHAM
Applications are invited for the following posts, duties to commence 1st January, 1980, or as soon as possible thereafter.
LECTURER GRADE II to teach MATHEMATICS to Degree standard.
LECTURER GRADE II to teach ENGINEERING in the Department of Mechanical Studies. Salary Scale £4,464 to £7,179.
LECTURER GRADE II to teach in the Business and General Studies Department. Applicants should be graduates with experience of teaching Economics, Accounts and Commercial Law to Degree standard.
Salary Scale £4,464 to £7,179.
Application forms and further details from the Principal, Medway Technical College, Canterbury Road, Chatham, Kent ME4 4LP. Telephone Medway 42851. Closing date for receipt of completed forms 14th December, 1979.

MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF MATHEMATICS, STATISTICS AND COMPUTING
Applications are invited for the post of LECTURER GRADE II/SENIOR LECTURER in Mathematics to commence duties on 1 January 1980 or as soon as possible thereafter. Candidates should have appropriate qualifications and experience to teach mathematics to C.N.A.A. and special Computing courses. Knowledge of Numerical Methods and of Computer Languages would be desirable.
Salaries will be on the scale £5,346-£6,048.
Application forms and further details from the Personnel Officer, Mid-Kent College of Higher and Further Education, Horsted, Chatham, Kent ME4 4TZ. Telephone Medway 79911. Completed forms should be returned by Friday, 14th December, 1979. Late applications may not be considered.

LIVERPOOL
OLD SWAN TECHNICAL COLLEGE
Broad Green Road, Liverpool 14

LECTURER Grade I SCIENCE £5,130-£5,994 per annum
Required as soon as possible to teach mainly PHYSICS with some work in Mathematics and Science to Ordinary and Higher Technician Course and B.E.C. Higher Courses. Laboratory experience desirable. Should preferably hold a degree and a teaching qualification.
Details available from HALL, and returnable to the Principal at the address by closing date: December 10, 1979.

CENTRAL LIVERPOOL COLLEGE OF FURTHER EDUCATION
Clarence Street, Liverpool L3 5TP

LECTURER Grade I
Required to start as soon as possible to teach BUILDING SERVICES, including HEATING, PRINCIPLE of PLUMBING, HEATING and VENTILATING.
Forms available from HALL and returnable to the Principal at the college. Closing date: December 10, 1979.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Paddington Green, London W2 1NB

ENGINEERING TECHNOLOGY DEPARTMENT
LECTURER Grade II
SENIOR LECTURER II to teach and develop the teaching of MICRO-ELECTRONICS. An appropriate degree or equivalent, with relevant industrial experience in the subject and teacher training and/or experience is desirable.

BIOLOGICAL SCIENCE DEPARTMENT
LECTURER Grade II to BIOCHEMISTRY to O level and to teach a range of courses from GNVQ Foundation to post graduate. Candidates should be graduates with appropriate industrial experience and a teaching qualification. Ability to teach Biology to C.N.A.A. and special Computing courses would be an advantage.
MATHS Lecturer Grade II to teach Statistics and to other Mathematics courses. Candidates should possess a good honours degree or equivalent in Mathematics. Relevant industrial experience and a teaching qualification would be advantageous.
Salary scale in accordance with the Burnham Further Education Salary Point on the Lecturer Scale £4,464 to £7,179 per annum.
Application forms and further details from the Personnel Officer, Paddington College, Paddington Green, London W2 1NB. Telephone 01-723 8027. Closing date for applications 14th December, 1979.

NOTTINGHAMSHIRE
COUNTY COUNCIL
CLIFTON COMMUNITY COLLEGE OF FURTHER EDUCATION
LECTURER IN PHYSICS
Grade 1 £5,130-£5,994
Grade 2 £6,507-£7,701
Required for 1st January, 1980, or as soon as possible thereafter.
Applicants should have good honours degree in Physics and teaching qualifications and experience.
For further details please below post two versions:
LECTURER IN MATHEMATICS
Grade 1 £5,130-£5,994
Grade 2 £6,507-£7,701
Required for 1st January, 1980, or as soon as possible thereafter.
Applicants should be graduates with relevant industrial experience and teaching qualifications and experience.
For further details please below post two versions:
LECTURER IN BIOLOGY
Grade 1 £5,130-£5,994
Grade 2 £6,507-£7,701
Required for 1st January, 1980, or as soon as possible thereafter.
Applicants should be graduates with relevant industrial experience and teaching qualifications and experience.
Assistance may be given with housing in certain circumstances.
For further details and application forms please write to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP, quoting the reference number.

LONDON SW6
HAMMERSMITH AND WEST LONDON COLLEGE OF FURTHER EDUCATION
TYPING TEACHER required for Secretarial and Business Studies courses for students aged 16-19 per week.
Starting date: 7th January, 1980.
Salary £4,464 to £5,859 p.a.
Apply: The Secretary, Gliddon Road, London W14 9BL.

MIDDLESBROUGH
KIRBY COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF GENERAL EDUCATION
LECTURER Grade II in SOCIOLOGY
Applications are invited for the above post, duties to commence 1st April, 1980 or as soon as possible thereafter.
Applicants should be graduates with some experience of teaching Sociology to G.C.E. 'A' level and preferably to B.E.C. National and Higher National standard.
Salary Scale £5,346 to £6,048 per annum.
Application forms and further particulars from the Principal, Kirby College of Further Education, Kirby Road, Middlesbrough TS7 9QT.

NOTTINGHAMSHIRE
COUNTY COUNCIL
CLIFTON COMMUNITY COLLEGE OF FURTHER EDUCATION
LECTURER I in MATHEMATICS
Grade 1 £5,130-£5,994
Grade 2 £6,507-£7,701
Required for 1st January, 1980, or as soon as possible thereafter.
Applicants should have good honours degree in Mathematics and teaching qualifications and experience.
For further details please below post two versions:
LECTURER IN ENGINEERING
Grade 1 £5,130-£5,994
Grade 2 £6,507-£7,701
Required for 1st January, 1980, or as soon as possible thereafter.
Applicants should be graduates with relevant industrial experience and teaching qualifications and experience.
For further details please below post two versions:
LECTURER IN ENGINEERING
Grade 1 £5,130-£5,994
Grade 2 £6,507-£7,701
Required for 1st January, 1980, or as soon as possible thereafter.
Applicants should be graduates with relevant industrial experience and teaching qualifications and experience.
For further details please below post two versions:
LECTURER IN HUMAN BIOLOGY
Grade 1 £5,130-£5,994
Grade 2 £6,507-£7,701
Required for 1st January, 1980, or as soon as possible thereafter.
Applicants should be graduates with relevant industrial experience and teaching qualifications and experience.
For further details please below post two versions:
LECTURER IN ENVIRONMENTAL SCIENCE

STOCKSBRIDGE COLLEGE, SHEFFIELD

Applications are invited for the following Lecturer I posts to teach

1. Engineering Subjects

with a particular reference to Engineering Drawing up to T.E.C. Certificate and G.C.E. 'A' Level.

2. Sociology

up to G.C.E. 'A' Level.

3. Mathematics and Physics

up to G.C.E. level.

Duties to commence Easter 1980 or earlier if possible. Stamped addressed envelope for further particulars and application form to the Chief Administrative Officer, Stocksbridge College, *Hole House Lane, Stocksbridge, Sheffield*, S30 5BN, telephone Sheffield 884530, to be returned by 17th December, 1979.

County of Cleveland

Cleveland Education Committee

CLEVELAND COLLEGE OF ART AND DESIGN

(formerly Teesside and Hartlepool Colleges of Art)

PRINCIPAL : W. J. HILL, BA

Applications are invited for the post of:

SENIOR LECTURER

Salary £6,597 to £7,701

to be in charge of the Hartlepool Site. This is a new post created on the formation of the new college to provide the administrative and creative leadership for all work based at this site. Applicants should possess a Degree or equivalent in Art and Design and should have considerable experience of vocational courses in Art and Design and also familiarity with DATEC developments. To start April 1, 1980, or sooner, if possible.

Application forms and further details can be obtained from the Principal, Cleveland College of Art and Design, Green Lane, Linthorpe, Middlesbrough TS5 7RJ to whom they should be returned by January 4th, 1980.

DORSET INSTITUTE OF HIGHER EDUCATION

Applications are invited for the post of

HEAD OF DEPARTMENT OF MANAGEMENT STUDIES

Grade V

which becomes vacant w.e.f. 1st January 1980.

Further details and application form available from: The Director, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown, POOLE BH12 5BB. Closing date December 14th 1979.

CHELMER

Essex Institute of Higher Education

Head of Department Grade VI–

Business Studies

Person sought with wide experience of degree level business courses, the ability to lead a large, well-qualified staff and an awareness of the potential for new challenges in business education.

Required from 1st May, 1980, *or the latest.*

Salary : Head of Department Grade VI £10,185-£11,232 p.a.

Application forms and further details available from the Institute Secretary, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford, CM1 1LL, to whom application forms should be returned not later than 14 days after the date of this advertisement. Telephone : Chelmsford 354491, Ext. 221).

Colleges and Departments of Art

Directors and Principals

HAMPSHIRE

WINCHESTER SCHOOL OF ART

Appointment of PRINCIPAL

Burnham Salary Scale Group 3

Applications are invited for the post of PRINCIPAL of Winchester School of Art which specialises in Degrees in Fine Art and Textiles, to take up duties from 1st January, 1980, or as soon thereafter as possible.

Further details and application forms from the County Education Officer, The Castle, Winchester, quoting reference 11 (EVE/FOR). Stamped addressed envelope should be sent with request. Closing date for applications 21th December, 1979.

Heads of Department

LONDON

INNER LONDON EDUCATION AUTHORITY

CHELSEA SCHOOL OF ART

Manresa Road, SW3

DEPARTMENT OF GRAPHIC DESIGN

Head of Department:

Alec Peter Donnelly

SENIOR LECTURER

Salary : £6,597-£7,701, plus £6 per month subject to formal approval, plus £174 London Weighting.

Applications are invited from graphic designers with broad professional and teaching experience in the above post which becomes vacant on 1st January, 1980. Thorough knowledge of typography and print processes is essential.

The Department offers a 3 year full-time course leading to Diploma in Graphic Design with 20-24 students per annum.

Application forms and further particulars from the Senior Administrative Officer at the above address.

Universities

LEEDS

THE UNIVERSITY

SCHOOL OF EDUCATION

Applications are invited from Geography specialists for the post of LECTURER in the SCHOOL of EDUCATION from 1st January, 1980, or as soon after as may be arranged. The duties and responsibilities will be concerned with teaching for the Graduate Certificate and for Masters' degrees. It is hoped to appoint a graduate in Geography with suitable school teaching experience and a qualification in Education.

Salary on the scale for lecturers £4,332 to £9,099 (under review), according to age, qualifications and experience.

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 39/79/C. Closing date for receipt of applications 21st December, 1979.

LESOTHO

NATIONAL UNIVERSITY

Applications are invited for the post of LECTURER/SENIOR LECTURER in the DEPARTMENT OF EDUCATION commencing as soon as possible.

Applicants should have a Master's Degree in English, and should be qualified to teach English as a second language. The appointee will teach Curriculum Studies in English, which includes theory of second language learning/teaching and English teaching methods. These courses are given by third and fourth year undergraduate and undergraduate Diploma students. The English as one of their teaching subjects. The English Language for Teaching which is intended for students who do not have English as a major subject; and he/she will participate in micro-teaching and the supervision of teaching practice.

Salary scales under review) Senior Lecturer: £6,153 to £8,133 per annum. Lecturer: £5,103-£7,527 per annum (at current exchange rate).

The British Government may supplement in some £1,700-£3,451 per annum (sterling) renewed annually and made ally free from tax, plus associated benefits. Family passages; baggage allowance; end-of-year contract gratuity or superannuation; inducement allowance or supplementation, accommodation, education allowances, vacation and study leave.

Detailed application (2 copies) with curriculum vitae and naming 3 referees to be sent direct to Assistant Registrar (Appointments), National University of Lesotho, P.O. Roma, Lesotho by 21st December 1979. Applicants resident in the U.K. should also send one copy to Inter-University Council, 29/31 Tavistock Court Road, London WC1E 7HU. Further details may be obtained from either address.

LONDON

CHELSEA COLLEGE

(University of London)

ASSESSMENT OF PERFORMANCE UNIT

Applications are invited for a post of RESEARCH FELLOW working in the Assessment of Performance Unit in Science Education, Chelsea College. The project is part of a larger one financed by the D.E.S. Assessment of Performance Unit to carry out national monitoring in science which is based jointly at Leeds University and at Chelsea College, University of London.

At Chelsea there is an existing team of four full-time researchers, under the directorship of Professor Paul Black, who are developing assessment techniques and test materials for monitoring science performance at ages 11 and 15. The vacancy is for an additional science graduate to help with the work at age 11.

Applicants should have experience of and interest in primary or middle school science but knowledge of test development is not essential. Some involvement in curriculum development in primary science would be an advantage.

The post is available from 1st January 1980 or as soon afterwards as possible. A two-year appointment is offered; there is the possibility of an extension (plus Salary on the range £6,255 to £9,621 (under review) plus £740 London Allowance. Superannuation arrangements would be considered.

Further particulars and future details from Professor P. J. Black, Centre for Science Education, Bridges Place, London SW6 4HT. Closing date for completed applications: 21st December 1979.

UNIVERSITY APPOINTMENTS

are now advertised in

THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper of higher education provides a natural home for all University appointments.

It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.

For further information or in book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, Gordon Street, Gray's Inn Road, London WC1X 8EZ. Telephone Caroline Williams 01-837 1234, extension 670.

Fellowships Studentships and Research Awards

OXFORD

ST. HUGH'S COLLEGE

MARGARET GIBBS STUDENTSHIP will be offered, leading in History or Modern Languages. Candidates must be practising TEFL teachers engaged in adult work. Particulars may be obtained from the Secretary, Bocardo.

Applications should be sent by 15th February, 1980.

DORSET INSTITUTE OF HIGHER EDUCATION

Department of Business and Professional Studies

Applications are invited for the post of

PRINCIPAL LECTURER IN LAW

to act as Subject Group Leader, to teach and to help develop the existing wide range of legal courses within the BA (Combined Studies) and B (Business Studies) degrees and in other programmes.

Salary: Principal Lecturer £7,680-£8,523 (bar)-£9 plus £72 p.a. supplement.

Further details and application form from: The Director, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown, Poole BH12 5BB.

Closing date for completed applications December 1979.

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

A federation of Digby Stuart, Froebel, Southlands and Whitelands Colleges

Degree courses offered by the Roehampton Institute are in the Liberal Studies and lead to B.A., B.Ed., B.H. or B.Sc. degrees of the University of London.

LECTURESHIP IN ENGLISH PROFESSIONAL STUDIES

Required from April 1980, or sooner if possible, a person to take a substantial share in the teaching of professional courses to intending teachers of English in Middle and Secondary schools, undergraduate and postgraduate levels. Applicants should have successful relevant school teaching experience, together with research experience or appropriate higher qualification related to some aspect of the teaching of English. The successful applicant will be expected also to contribute to the development of new courses at undergraduate, postgraduate certificate, in-service and Masters' degree levels.

Salary: Burnham FE Scale (£4,470-£8,253 plus London Allowance £474)

Closing date for receipt of applications is 14 days after the appearance of this advertisement.

Further details and application forms from:

The Assistant Secretary, Roehampton Institute of Higher Education, Roehampton Lane, London SW15 5PJ.

(Interviews will be held early in the New Year.)

ADULT EDUCATION PRINCIPAL

Applications are invited for the post of Principal of the Grays Adult Education Centre which has its own substantial premises in the centre of Grays, Thurrock. The Centre opened in 1974 and its membership (current 1,100) is rising steadily.

Applicants should have teaching experience in adult education, and administrative experience in this field would be an advantage.

Salary in accordance with Burnham (F.E.) Lecturer scale £5,811-£7,149.

Application forms and further details available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford (phone Chelmsford 67224, ext. 2087) to be returned by 14th December 1979.

ESSEX County Council

County of Cleveland

SOCIAL SERVICES DEPARTMENT

Senior Teacher

(Burnham 2)

Required at the Farndale Road Community Home which caters for 34 boys.

Applications are invited for this scale 2 vacancy which will be responsible for education within the Home and requires a high standard of perception, imagination, initiative and adaptability. The successful applicant must possess skills of teacher leadership and of educational assessment, which are an integral part of the 'Positive Regime' in addition to undertaking normal teaching duties. For teachers who feel they have the necessary skills and experience in the demanding area of residential care, social work, special education, educational psychology, this post will offer challenging duties and scope rarely found within the teaching profession. Interested persons may telephone the superintendent, Mr. C. Levitt, on Middlesbrough 88699/824988 for further information.

Assistance may be available with the removal expenses in approved cases. Financial assistance with the purchase of a house in approved circumstances

WALSALL METROPOLITAN BOROUGH
EDUCATION COMMITTEE
Frank F. Harrison Comprehensive School
Leamore Lane, Leamore, Walsall WS2 7NR

Required for Easter, or as soon as possible afterwards, an experienced person to be full-time

Director of School and Community Activities

at this Community Comprehensive School. The post carries a salary scale of £5,463 to £7,218 per annum (Burnham Scale 4). Applications are invited from teachers and others engaged in educational services. Closing date December 14, 1979.

Manor Farm Comprehensive School
King George Crescent, Rushall, Walsall

Required for January 1, 1980, or as soon as possible thereafter

Deputy Director of School and Community Activities

Burnham Scale 3, plus 95 per cent of Social Priority Allowance and Casual-User Car Allowance, to help the Director in the general administration and running of the Community Activities and to develop links between the School and Community.

Write immediately to the Head Teacher of the School concerned, giving names and addresses of referees, details of qualifications, experience, and request for application form and further details of the post applied for.

LONDON BOROUGH OF
BARKING
EDUCATION DEPARTMENT

FULL-TIME YOUTH WORKER

Have you a flair for working with young men and women? Are you responsive to the needs of a tight-knit community?

A vacancy exists for a suitably qualified youth worker to take charge of THAMES VIEW CLUB which is situated in an estate isolated from the rest of the Borough by the A13. The building offers generous accommodation with access to a grassed area.

Suitably qualified applicants will be offered J.N.C. range 3, points 2-6 (placing according to experience) with London Weighting of £474 per annum. This gives remuneration in the bracket £5,295 to £5,880 p.a. inclusive. Consideration may be given to appointing a trainee youth worker.

For forms of application and further particulars write to the Chief Education Officer, Town Hall, Barking, Essex IG11 7LU, quoting source of this advertisement.

2 POSTS GRADE P.O. 1 (iii)

£7,017-£7,719 (inclusive)

These two new posts result from a reorganisation of the Education Department aimed at strengthening the senior management support.

Finance and Supplies Officer
(Ref. E134)

The person appointed will be directly responsible to the Assistant Education Officer (Administration and Finance) for developing and supervising financial administration within the department, efficient purchasing of goods and services, and management and control of the School Meals and Transport Sections. Experience and qualifications as an Accountant will be of value.

Building and Sites Officer
(Ref. E124)

The person appointed will report directly to the Deputy Education Officer and will be responsible for all matters relating to the Department's buildings and land, liaising with technical departments of the Council as necessary and assisting in the preparation of Education Development Plans. First-class local authority administrative experience is essential and a relevant qualification will be useful.

Full details and an application form from the Assistant Chief Executive (Manpower), Town Hall, Bromley, Kent BR1 1BB (telephone 01-464 3333, ext. 3318). Please state in which post you are interested.
Closing date 18th December, 1979.

LONDON BOROUGH OF BROMLEY

Community Homes and Associated Institutions

WEST YORKSHIRE
NORTHORPE HALL TRUST
MIRFIELD
This independent voluntary organisation invites applications for the following posts in its Community Homes for 11-17 year old boys, including maladjusted adolescent boys. The aim is to enable boys to stay in their homes, the weekends are devoted to residential group work with the boys. Due to an experimental family group scheme becoming soon, we require an extra resident staff member. Although we ask for a high level of commitment we offer a high degree of involvement.
Accommodation available.
Salary: £4,290 p.a. (Jan. 1980)
Senior Leader: Contact Peter Hanson at the Trust. Tel: 0924 493185.

We need one responsible person to complete a multi-racial group of young team producing wide variety of hand-made goods in residential home for 16 mentally handicapped adults in West Sussex. Duties will include the welfare of the family residents, working closely with them in all aspects of the full and active activities. Previous experience and driving advantage. Accommodation Jane Bay, United Response, 14 Abingdon Road, London, W.8. 01-937 7745.

Assessment Centres

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH LAMBETH ADULT EDUCATION INSTITUTE
CUMBERLOW LODGE REGIONAL ASSESSMENT CENTRE

The Directorate of Social Services of the London Borough of Lambeth and the Inner London Education Authority together invite applications from qualified and experienced teachers, for appointment as a Deputy Head of Education (Ltd) at Cumberlow Lodge Regional Assessment Centre. The adult client population is made up of those aged between 16 and 17, and the educational programme will involve the staff from both Adult Education Institutes. The successful candidate will be appointed to the full-time staff of the Institute and he/she will be advised in all educational matters by the Principal.

In conjunction with the Head of Centre, he/she will have responsibility for the education of up to 16 girls or a similar age group who are remanded in care to the Centre and will be a member of the Centre's leadership and supervision in teaching staff working within a lively, girls in a high security unit. The successful candidate should have the ability to work closely with the childcare staff at the centre.

Assistance may be given towards household removal expenses.

Salary Scale: Burnham Scale 3, £4,749-£5,742, subject to formal approval, plus £641 London Allowance, plus £72 Inner London Weighting.

Further details and application forms from the Senior Administrative Officer, South Lambeth A.E.I., Dick Sheppard School, Tulse Hill, S.W.2, returnable by 14th December, 1979.

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH LAMBETH ADULT EDUCATION INSTITUTE
Cumberlow Lodge Regional Assessment Centre

The Directorate of Social Services of the London Borough of Lambeth and the Inner London Education Authority jointly invite applications from qualified and experienced teachers, for appointment as a Deputy Head of Education (Ltd) at Cumberlow Lodge Regional Assessment Centre. The adult client population is made up of those aged between 16 and 17, and the educational programme will involve the staff from both Adult Education Institutes. The successful candidate will be appointed to the full-time staff of the Institute and he/she will be advised in all educational matters by the Principal.

In conjunction with the Head of Centre, he/she will have responsibility for the education of up to 16 girls or a similar age group who are remanded in care to the Centre and will be a member of the Centre's leadership and supervision in teaching staff working within a lively, girls in a high security unit. The successful candidate should have the ability to work closely with the childcare staff at the centre.

Assistance may be given towards household removal expenses.

Salary Scale: Burnham Scale 3, £4,749-£5,742, subject to formal approval, plus £641 London Allowance, plus £72 Inner London Weighting.

Further details and application forms from the Senior Administrative Officer, South Lambeth A.E.I., Dick Sheppard School, Tulse Hill, S.W.2, returnable by 14th December, 1979.

Youth and Community Service

BRENT
London Borough of Brent
Willesden Centre for Health Education
Chamberlayne Road, NW10
Health Visitors required to work in multi-disciplinary team providing health education for the community. Based at new Health Education Development Centre in South Kilburn.
Applicants should be experienced Health Visitors with a flair for health education and preferably with experience of working in a multi-disciplinary team.
Salary Scale: Burnham Area Health Visitors Scale £4,749 to £5,742 per annum (inclusive) plus £641 London Allowance.
Application forms and further particulars from Mrs. K. Wraithe, Community Education Office, Gott Crescent Road, Liverpool L15 6DN.
Closing date 10th December, 1979.

professional workers preferably with a university degree in relevant subjects. Experience in youth and community work and in community education desirable.
Application forms and further particulars (s.a.e.) obtainable from Director of Education, P.O. Box 1, Chesterfield House, Park Lane, Wembley, HA9 7RW, returnable within 14 days.
London Allowance of £471 per annum is payable and there is a scheme for assisting with removal expenses including legal fees, etc., travelling and lodging allowances.

BUCKINGHAMSHIRE
SLOUGH AND WINDSOR DIVISION
SLANTONBURY CAMPUS
DEPUTY HEAD—COMMUNITY and ACTIVITIES.
See under Secondary Deputy Headships.

DORSET
EDUCATION COMMITTEE
YOUTH SERVICE
Applications are invited from suitably experienced and qualified persons for the post of YOUTH WORKER in Weymouth.
Salary JNC Range II points 1-5, £4,782 to £5,331 p.a. (under review).
Assistance with removal expenses in appropriate cases.
Application form to be returned by 12 December and further details and forms from Mr. Peter Hanson, Area Youth Officer, County Hall, Dorchester, Dorset, DT1 1XJ.

STATES OF JERSEY
EDUCATION COMMITTEE
YOUTH SERVICE

First class full-time YOUTH WORKER required to join our small but dynamic Youth Service. Appointments will be made to the team to take initial responsibility for:
THE GRANDS VAUX CENTRE in purpose built premises with a range of activities involving voluntary leaders and good membership.
ST HELIER DETACHED YOUTH PROJECT
(Contract post 3 years)
Working from useful coffee bar base but involving varied direct work meeting the needs of young people outside the orthodox clubs.
Salaries based on J.N.C. 3 points 1 to 8 but under review.
Application forms and further information from the Director of Education, P.O. Box 142, Education Department, Highlands, St Saviour, Jersey.
The closing date for applications is 14th December, 1979.

LIVERPOOL
KNOTTY ASH VILLAGE COMMUNITY CENTRE
East Prescot Road, Liverpool L14 5NA

DEPUTY WARDEN

Applications are invited for the post of Deputy Warden at the Knotty Ash Village Community Centre, situated in a suburban area on the eastern side of the City.
Salary and conditions in accordance with J.N.C. Scale 2(ii) £4,662 to £5,256 plus £72 per annum (qualified), or £4,010 to £4,503 plus £72 per annum (unqualified).
Forms and further particulars available (S.A.E.) from and returnable to Mrs. K. Wraithe, Community Education Office, Gott Crescent Road, Liverpool L15 6DN.
Closing date 10th December, 1979.

Bolton Metropolitan Borough

CAREERS OFFICER

AP3/4, £4,080/£5,087

Applicants should preferably be qualified Careers Officers, but consideration will be given to others with suitable qualifications and experience. Starting salary will depend on qualifications, but holders of the Diploma in Careers Guidance or its equivalent will automatically commence on Grade AP4 (minimum £4,662). The Officer will join a team in the Bolton Careers Service responsible for the full range of duties in all types of schools in an area with a wide variety of industry. Casual-user car allowance is available.

Application forms available from the Personal Officer, Town Hall, Bolton (telephone 22311, extension 587 and 277) to whom they should be returned by December 10, 1979.

Teaching English abroad

After the beginning of the academic year, a number of Inlingua Schools of Languages abroad require additional staff to teach English to adults. Unexpected enrolments or other reasons mean that such vacancies have to be filled at short notice. If you are interested in joining our Short Notice Vacancy register to be considered for posts in

GERMANY, ITALY, SPAIN, JAPAN

then please write briefly, stating when available to take up a position, referring to this advertisement and enclosing a 1st or 2nd class postage stamp (International Reply Coupon or foreign stamp if abroad) but please NOT a stamped addressed envelope, to :

inlingua
Teacher Service Dept. TS
P.O. Box 52, Canterbury, Kent, CT1 1BJ

Mobil Oil Libya Limited

TECHNICAL INSTRUCTORS

Mobil Oil Libya Limited is seeking instructors to provide basic to advanced level practical and theoretical training to its Libyan employees. Instructors will also be responsible for developing and revising course manuals and identifying training requirements in connection with the career development of trainees. There are vacancies for instructors who hold teaching/instructing qualifications and who have a minimum of 5 years' practical and 3 years' instructing experience in the following areas:

DIESEL/GAS ENGINES
– including heavy construction equipment and motor vehicles.

PRODUCTION
– including oil production and gathering facilities and testing and completion programmes.

MECHANICAL
– including heavy duty compressors.

These positions are desert based. The rotational schedule is 33 days in Libya followed by 21 days leave with air fares paid to the U.K. An additional 10 days are added to one leave break annually. Commencing salary £11,000 free of tax and other deductions. Food and accommodation provided free whilst on location.

Please write quoting Ref: TES/TIP and giving full particulars of qualifications and experience to: Miss J.M. Lamont, Overseas Recruitment Dept., Mobil Services Co. Ltd., 54/60 Victoria Street, London SW1E 6QB.

Mobil

GENERAL ADVISER

with Special Responsibility for the Infant Age Range
(REF: E.118)
BURNHAM HEAD TEACHER GROUP 9
£9,354-£10,101 (incl.)

A General Adviser with Special Responsibility for the Infant Age Range is required to join the team of Advisers, based in the Education Department, Sunnymead, Chislehurst, Kent. Candidates should be fully qualified by education and experience for the responsible character of the work and must have had teaching experience in Infant Schools.

Candidates will be required to provide a car for use on official business, and a car mileage allowance will be paid.

Closing date 13th December, 1979.

Application forms from Assistant Chief Executive (Manpower), Town Hall, Bromley BR1 1BB; tel: 01-464 3333, Ext. 3318.

LONDON BOROUGH OF BROMLEY

Cheshire

CAREERS OFFICER

AP4/5 Salary within the range £4,644-£5,847 p.a.
(Re-advertisement)

Are you a trained, qualified Careers Officer?
Are you interested in working with and for unemployed young people?

If so, why not join the Cheshire Special Measures Team? The well established Team is administered in County Hall but individual Careers Officers are based in one of the eight Districts of Cheshire, in this case, in Halton. The team is committed to attempting to satisfy the individual needs of the unemployed and we are looking for someone to join us to make a positive contribution to this as well as to a wide range of work with employers, local action groups and Government agencies.

Casual car user allowance payable, together with removal and relocation expenses, where appropriate.

Application forms and further particulars are obtainable from the Director of Education, Cheshire County Council, Education Department, County Hall, Chester CH1 1HQ. Tel.: Chester 602328. Closing date 14th December.

Buckinghamshire County Council

Senior Assistant Education Officer

(General Service)

Principal Officer Range, £9,132 to £10,296 pa

This is a third-tier post involving duties across the whole field of the education service and with specific responsibility for non-teaching staff, personnel work and industrial relations. Applicants should be graduates, preferably with teaching experience and experienced in educational administration. Essential-user car allowance. Hundred-per-cent removal expenses, lodging allowance, and assistance with legal expenses payable in approved cases. Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of a stamped addressed envelope. Completed applications to be returned within 14 days of the appearance of this advertisement.

WILTSHIRE COUNTY COUNCIL
Education Department

EDUCATION WELFARE OFFICER

Swindon Area Office

Salary £3,585 to £4,644
(with bar at £4,191 for unqualified officers)

This post is based in the Swindon Area Office in a team of seven Education Welfare Officers under the general direction of a Senior Education Welfare Officer. The team is responsible for the former Borough of Swindon and the Thamesdown area to the north.

Job description and application form obtainable from the Chief Education Officer (ST/H), County Hall, Trowbridge, Wiltshire BA14 8JB, telephone Trowbridge 3641, extension 2454, quoting reference E/79/628 (returnable by December 14, 1979).

Overseas Appointments

U.S.S.R.
Applications are being accepted for TEACHING POSTS in the Anglo-American School, Moscow. Vacancies are for JUNIOR/INFANTS to Grade 9 (five-year-olds to 14-year-olds) to begin in August, 1980. The school, with approximately 150 children from 5 to 14 years to Grade 9, is managed by Embassies and serves the children of the English-speaking diplomatic and international community in Moscow.
The current salary ranges from £4,000 to £6,000 depending on the teacher's experience and training. A minimum of two years' experience is required.
Accommodation included, furnished and equipped apartment with utilities, economy air shipment of household effects from place of hire, generous holiday provision, interest-free car loan.
Applications must include curriculum vitae and references. Please send to Mrs. Virginia St. Vincent, Director of Anglo-American School, care of 7 Grosvenor Place, Lane Charles Street, London SW1A 0AH.

KENYA
Vacancies in January/April 1980 at expanding primary/junior school in Nairobi for class TEACHER (lower school 6-9 years); assistant master/mistress (10-13 years); and assistant teacher/matron (boarding). Qualified and experienced TEACHER capable of teaching PHYSICS, CHEMISTRY, BIOLOGY to 'O' level. Please write to the Headmaster, 71 Leeds Road, Harrogate.

ITALY
Qualified and experienced TEACHERS for EFL work in North, to commence January.
For further information, brochure and application form write to Inlingua, 58 Grosvenor Place, London W.1. Telephone 01-235 0808.

FOR IMMEDIATE APPOINTMENTS, apply now to Gnosis, Italy and Europe's oldest Private Bank. Tel. 01-629 3173.

YOUTH AND COMMUNITY SERVICE continued

LIVERPOOL
TEACHER PROJECT LEADER. Scale 3. required for Galtn. Israeli Centre, Trowbridge Street, Liverpool 3. Telephone 051-709 5616.

LONDON
EARLS COURT
DEPUTY YOUTH WORKER required in a mixed club for 175 to 250 members. Duties include some recreational areas, initiating practical skills activities and willingness to promote the club.
Salary Scale 3 (under review) plus London Allowance £641 to £6,397 for recognised teachers and qualified Youth Workers.
Further information and forms from the Organising Secretary, Earls Court Community Centre, 72 Hogarth Road, London SW5 0NJ.

WOODLANDS CAMP
RESIDENTIAL ADVENTURE CAMP
Applications are invited for the post of DEPUTY WARDEN.
Salary range £5,050 to £5,700 according to experience and qualifications.
Further information and application form from the Warden, R. Hutchinson, Woodlands Camp, Bourne Vale, Aldridge, Walsall WS9 0SH.

FRANCE
NANCY-METZ
Private English School for Adults, opening January, 1980. TEACHER required skilled in teaching of oral English and written translation. Qualifications: Degree and TEFL/TESL diploma. Salary: Degree and TEFL/TESL diploma. Salary: 2,000 francs. Initial contract: 12 months, 4 weeks holiday.
Apply in writing with curriculum vitae, references, testimonials and recent photo to Director, Cours D'Anglais, 26 rue Lyautey, 54000 Nancy. France.

MUSCAT
OMAN
Immediate vacancy for qualified TEACHER of MATHS and SCIENCE (Physics or Chemistry) to Level 'O'. Very up to date conditions.
Please send complete curriculum vitae with photograph and four telephone number to Overseas Schools (U.K.) Ltd., 239 Regent St., London, W.1. Tel. 01-439 0531.

SPAIN
BARCELONA
Required for January, TEACHER of BIOLOGY to Advanced level. Preference will be given to applicants (male or female) with curriculum vitae and photograph. Anglo-American School, Apartado 179, Castelldefels (Barcelona).

GREECE
TEACHERS required to teach English as a foreign language in Athens, Greece. Must have degree from University. Degree and/or teaching diploma preferred. Contract will run May, 1980, to June, 1981. Salary on the scale 3TY 0/2 (£4,749 to £5,742). Full details and arrangements for interviews at London.

TANZANIA
INTERNATIONAL SCHOOL
Required TEACHERS for sixth form classes, preferably with degree, to start as soon as possible.
Please send full resume and references to Department TES, Ecta, 19 Belgrave Road, Surbiton, Surrey KT6 6QH.

KENYA
Vacancy for school registrar for January 1980. Experienced PRIMARY TEACHER required for September, 1980. Experienced TEACHER capable of teaching CHEMISTRY / BIOLOGY to 'O' level.
Please write to the Headmaster, 71 Leeds Road, Harrogate.

ITALY
Qualified and experienced TEACHERS for EFL work in North, to commence January.
For further information, brochure and application form write to Inlingua, 58 Grosvenor Place, London W.1. Telephone 01-235 0808.

FOR IMMEDIATE APPOINTMENTS, apply now to Gnosis, Italy and Europe's oldest Private Bank. Tel. 01-629 3173.

Administration

Local Education Authority

HERTFORDSHIRE
EDUCATION WELFARE OFFICER

A vacancy exists for an EDUCATION WELFARE OFFICER based in the Watford area. Some previous experience of education welfare or social service work, or of teaching, would be valuable. The salary scale, which has qualification bars, is from £4,623 to maximum unqualified £5,463, maximum qualified £6,081, and maximum £6,357 if holding a relevant C.S.S.W. degree. These are inclusive salaries. The appointment point is determined from age, qualifications and experience. Casual user allowance payable. Superannuation scheme applicable.
Application form and further details from Divisional Education Officer (WP/EW), Little Cassiobury, 91 Hempstead Road, Watford, WD1 3EY.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASSISTANT EDUCATION OFFICER
(Primary and Secondary Education)
£7,139 to £7,908
(Car Allowance payable)

Application forms and further particulars from :
Chief Education Officer
Admin. Education Office,
Tipping Street, Stafford ST16 2DH. Tel. Stafford 51321, ext. 6712. Closing date : 17th December, 1979.

General

CAMBRIDGE
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Applications are invited from graduates for the post of PRINCIPAL ASSISTANT SECRETARY. The person appointed will act as Secretary of Examinations and will require considerable administrative experience in the field of education.

The pensionable stipend of a Principal Assistant Secretary is £11,199, with prospect of promotion from the Secretary, Local Examinations Syndicate, 1 Hills Road, Cambridge CB1 2EU. Applications should be submitted by 31 January, 1980, giving the names of three referees.

CMS
has a vacancy at its headquarters for an

OVERSEAS APPOINTMENTS OFFICER

This is a new post in the department responsible for the recruitment, selection and training of people to work overseas as missionaries and volunteers.

The person appointed will be responsible for recruiting people for specific posts overseas and this must communicate well with individuals and groups.

He/she will preferably have had recent overseas service, will appreciate current issues in world mission and will be able to travel extensively in the U.K.
Salary range : £3,150-£6,000.

Closing date for applications : 21st December, 1979.

Details and application form from Personnel Manager (Personnel Officer), CMS, 157 Waterloo Road, London SE1 8UU. (Tel. : 01-928 8681.)

DEVON

Temporary Careers Officer (Employment)

Salary : £4,644 to £5,547

Required to work in the West Devon Area based in PLYMOUTH.
You will supplement the work of the Careers Service involving young unemployed people. Main duties will be to advise, assist and keep in touch with young people on various Government schemes introduced to help the unemployed; assist in placing them into suitable employment and encouraging employers to provide vacancies for young people and employers and others to participate in measures introduced to assist the unemployed.
You should be either a qualified and experienced Careers Officer or have had experience of industry or commerce and working with young people. This is a temporary post and its continuance is subject to annual review. A current driving licence is essential.
Application form and details available from Chief Education Officer, County Hall, Exeter, Tel. 77877, ext. 2031 (S.A.E. required), returnable by 12 December, 1979.

DEVON

EDUCATION OFFICER

(SPECIAL EDUCATION)
PO3(A) £9,294 to £10,044
To be responsible for all aspects of special education and the provision made for handicapped children in Essex. We are seeking a graduate with teaching and administrative experience.

PRINCIPAL CAREERS OFFICER

PO2(C), £8,715 to £9,534
To be responsible for the day-to-day operation of the Careers Service in Essex. The successful candidate will have gained experience at a senior level in a careers service. He/she will be expected to provide leadership for the service and increase its effectiveness.

PRINCIPAL OFFICER

(FORWARD PLANNING, RESEARCH AND INTERNAL REVIEW)
PO1(B/C), £8,627 to £7,908
Applications are invited from suitably qualified graduates for this post to have responsibility for initiating, maintaining and developing essential information systems and procedures for use in the Department. The postholder will gain good and varied experience of the management of the education service at a senior level.
Application forms and further details from County Education Officer (P), PO Box 47, Chelmsford, Essex CM1 1LD.
Closing date : December 14, 1979.

ESSEX
County Council

Training Supervisor

Data Processing — South Herts

This System Development Section of our Computing Services Centre based in Borehamwood, Herts, is involved in designing and implementing computer systems for internal and external users on a wide range and size of equipment (IBM mainframes with on-line terminals, Data-point dispersed minicomputers, PRIME 550 time-sharing system, Computervision graphics computer, LSI 11 microcomputers). Use of this equipment involves many different languages, operating systems and packages: eg. COBOL, TASK/MASTER, TESTMANAGER, ADABAS BASIC, FORTRAN, DATABUS, DIBOL). This, in turn, leads to a need for considerable initial and ongoing training for our systems and programming staff.
We currently have a challenging opportunity for a Training Supervisor whose duties will include the supervision of the use of our existing audio-visual equipment and courses, creation and development of further in-house courses and research, recommendation and arrangement of suitable external courses where appropriate. Training of user-based staff may also be required.
Suitable applicants will have several years' computing experience using a wide range of software and hardware and should ideally have some teaching or training experience.
An attractive salary will be offered, together with benefits which include five weeks' annual leave (1980), pension scheme with free life assurance, and excellent sports club.
Please write or telephone for an application form to :—

D. C. Madden,
Personnel Manager,
Group-Personnel Services,
John Laing Limited,
Page Street, Mill Hill,
London NW7 2ER.
Telephone : 01-906 8300.

LAING

LINCOLNSHIRE ROADSHOW COMMUNITY THEATRE CO.

requires

DIRECTOR

for T.I.E. team

Devising Productions for Primary and Secondary Schools

Applications (c.v. and s.a.e.) to :—

Paul Wetherby, Director
Lincolnshire Road Show
c/o Mr. Keay, Lincoln Job Centre
Crown House, Danesgate
Lincoln Tel. : (0522) 58227

MDEY

THE METHODIST CHURCH DIVISION OF EDUCATION AND YOUTH

NORTHERN REGION

REGIONAL YOUTH OFFICER

The Methodist Church is looking for a trained and experienced person to fill a vacancy in the field staff appointments. The Regional Youth Officer will be responsible for recruiting, training and supporting volunteer youth and community workers, in consultation with Methodist Ministers and other groups. This post provides opportunities for people with initiative and drive to develop new areas of work for young people and to explore and take agreed action to maintain a Christian Education programme in the Church's Youth Work.

Salary—Soulbury, main range, for youth service officers, 12-16.

Further details and application form from : David Pendle, MDEY(T), 2 Chester House, Pages Lane, London, N10 1PR.

Closing date for applications—December 17th, 1979.

Brighton Technical College **btc**

SENIOR OFFICER (ADMINISTRATION)

Salary S.O. 2 £6,264 to £6,627

Responsible to Chief Administrative Officer for management of work relating to student admissions, statistics, examinations, general office services, printing, learning resources and secretarial staff. Applicants must have proven management skills and be able to establish and maintain good inter-personal relationships : previous College experience essential.

Application form and further details available from Personnel Officer, Brighton Technical College, Pelham Street, Brighton BN1 4FA (Telephone 685971, Extension 202).

Closing date 14th December, 1979. Ref. 803.

Islington Parks & Recreation

RESIDENTIAL CHILD CARE OFFICERS

(salary up to £4,776 p.a. incl. if qualified plus London Weighting as appropriate)

Five Points that might interest you

1. We need people who are strong, kind, caring, alert, intelligent, patient, compassionate, and committed to working with children in our care.
2. Our aim is to work in close cooperation with field work colleagues towards effecting changes in the child's previous environment which will make possible an early return home.
3. Your task would be to work within the staff group to create an atmosphere of security and warmth for the benefit of children who for a variety of reasons cannot live with their own families or who have no family.
4. This entails work with parents as well as a wide variety of agencies including juvenile courts, schools, hospitals, and child guidance clinics.
5. There is a shortage of male staff in this area of work and therefore applications from men are particularly invited.

For application form and further particulars telephone 24 hour answering service on 01-359 8000 quoting 1460, ext. no. 183. Closing date : 14th December, 1979.

ADMINISTRATION
General
continued

LIVERPOOL

CAREERS OFFICER
£5,080 to £5,907 per annum

CAREERS SERVICE
(Re-advertisement)

The person appointed will undertake the full range of a Careers Officer's duties working with handicapped youngsters. Applicants must hold a University degree, Diploma in Vocational Guidance or other appropriate qualification and must have had full-time training and/or experience in the Careers Service. Previous applicants will automatically be considered.

Closing date 14th December 1979.

Application forms available (B.A.) from and returnable to the Director of Education, 14, St. Nicholas Street, Liverpool L1 0HJ.

Child Care

HAMPSHIRE

LANKHILLS SCHOOL
BINSTED (HOUSEPARENT required to join the residential team at this E.S.N. (M) school for children 11-16 years (from days or weeks). Single accommodation available. Hours 42 per week for 50 weeks. Salary R.C.C.O. 2, £5,084 to £5,502 per annum, less board, lodging £543 per annum.

Further details available from the Headmaster, Lankhills School, Andover Road, Winchester.

OXFORDSHIRE

BESSES O' LEIGH SCHOOL
Near Adlandon Oxfordshire
Requires RESIDENTIAL CARE WORKER at this Special school (or 40 senior individual boys. The post would give experience to persons wishing social work career.

The school is situated five miles south of Oxford, is well equipped, and has a lively teaching programme with C.S.E. classes.

Starting salary within the range £5,976 to £5,496 less board and lodgings, single accommodation.

Details and application forms from the Principal Tel.: Tilford Heath (0865) 390440.

Examiners

LONDON

UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following appointments from June 1980 :—

ASSISTANT EXAMINERSHIP IN ECONOMICS AND SOCIOLOGY at advanced level.

ASSISTANT ORAL EXAMINERSHIP IN FRENCH and GERMAN at ordinary and advanced level.

Applicants should be specialists or hold appropriate qualifications and should be under 35 years of age with at least three years' recent teaching experience.

For application forms and further details please send a gummed addressed envelope to the Secretary, University Entrance and School Examinations Council, University of London, 66 Gower Street, London WC1E 6EG. Application forms must be returned by Friday 21st December, 1979.

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts :

CHIEF EXAMINERS
(for the Certificate of Secondary Education)
Housecraft, 1981.
Child Development and the Family, 1981.
Natural Science, 1980.

CHIEF EXAMINERS
(for the Certificate of Extended Education)
Home Economics, 1981.
Physical Science, 1981.

MODERATORS
Business Studies.
Child Development and the Family.
Natural Science.
Physics. (with an interest in Electronics).

ASSISTANT EXAMINERS
English.
History.
Biology.
Typewriting.
Geography.

ASSESSORS
English (Course Work)

VISITING ASSESSORS
English (oral).
Spanish.

Application forms and further details from Mr. R. Bodell, B.A., Deputy to the Chief Executive, London Examining Board, 104 Newington Causeway, London SE1 6EE to whom completed forms should be returned not later than 17 December 1979.

SOUTH WESTERN EXAMINATIONS BOARD

Applications are invited from teachers serving in secondary schools for the following post.

CHIEF MODERATOR IN PRINCIPLES OF MOTOR ENGINEERING

Details and application forms (returnable by Friday, 14th December) from the Secretary, Stoneygate, Exeter EX4 4DS.

Applications are invited for the following posts :—

WALES

WELSH JOINT EDUCATION COMMITTEE

Appointment of EXAMINERS

Applications are invited from qualified teachers for EXAMINERSHIPS in the following subjects :

MINING : PART CERTIFICATE COURSE FOURTH YEAR

Mining Technology and Practice—Papers I and II.

POST-MINING INDUSTRY BASIC STUDIES COURSE

Mining Technology and Practice.

Engineering Technology and Practice.

Mechanical Technology and Practice—Papers I and II.

Electrical Technology and Practice—Papers I and II.

Legislation (Mining)—Papers I and II.

Legislation (Mechanical)—Papers I and II.

Legislation (Electrical)—Papers I and II.

COURSE IN COMMERCIAL STUDIES

Government—Stage I.
Costing—Stage I.
Cash Book—Stage I.

Application forms can be returned by 8 January, 1980. Prospectuses may be obtained from Mr. J. Price, Secretary, Welsh Joint Education Committee, 4th Floor, Aberdare House, High Street, Cardiff. Stamped addressed envelope must be enclosed and the letter should be addressed to Industrial Technical Examinations.

Miscellaneous

FIELD STUDIES COUNCIL

TEACHING POSTS

Applications are invited for the posts detailed below :

A degree or degree equivalent or other appropriate science is required. Preference will be given to single candidates with educational qualifications and/or teaching experience. There are opportunities for some part-time research. Salary : Senior Tutor £7,176 to £8,211 ; Senior Tutor £5,901 to £7,111 ; Tutor £4,626 to £5,811 ; Assistant Tutor £3,351 to £4,548 plus free board and lodging. Applications in post as soon as possible after mid-January but later applications may apply for more advantageous alternative posts. Closing date : 11 January, 1980. Further details and application forms from The Director (T), Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury SY4 1HW. (0743) 850380.

DALE FORT FIELD CENTRE
Haverfordwest, Dyfed

TUTOR/SENIOR TUTOR in ECOLOGY with special interest in Marine Biology. Preference for candidates holding a 1st or 2:1 class degree qualification. Research experience and/or demonstrable conservation an advantage.

ORIELTON FIELD CENTRE
Pembroke, Dyfed

TUTOR IN ECOLOGY with interests in ecological origin or animal behaviour and/or botany, woodland ecology or invertebrate zoology.

PRESTON MONTFORD FIELD CENTRE
Montford Bridge, Shrewsbury

TUTOR in ECOLOGY : terrestrial ecology with experience in other plant ecology or invertebrate zoology.

CAMBRIDGESHIRE
HUNTINGDON AREA

Applications are invited from suitably qualified INSTRUMENTAL TEACHERS for the following bandline, music, available from January, 1980 :—

(1) TEACHERS of VIOLIN or VIOLIN/VIOLA to teach in Junior and secondary schools.

(2) TEACHING VIOLONCELLO to teach in Junior and secondary schools.

Good instrumentalists are looked for who can join an established team for school concerts.

Some 5 posts are available for suitably qualified applicants.

Car user allowance payable. Proper arrangements for carrying out licence essential.

Application forms and further details from Senior Area Education Officer, Cambridgeshire Education, Cambridgeshire, to whom completed forms should be returned as soon as possible.

MANCHESTER
ROYAL EXCHANGE THEATRE COMPANY
COMMUNITY DRAMA WORKER

Applications are invited from graduates to this professional theatre company for work with young people, work in schools and community centres and alongside social services and probation. Experience will be essential in the organisation and leading of both individual and team workshops, devising projects, forums and other arts projects.

Application with full curriculum vitae. Further details will be sent to candidates. To start as soon as possible.

Apply Tony Rogers, Community Administrator, Manchester M2 5AT. Closing dates December 10th.

GLOUCESTERSHIRE
PERSONAL ASSISTANT (DEAF) TEACHER

Peripatetic Teacher of Deaf Assistants required 1st January, 1980. Salary Birmingham Scale 3.

Applicants must be suitably qualified Teacher(s) for the Deaf with Certificate of Proficiency in Lipreading and Auditory Training.

Application forms from Education Officer, Shire Hall, Gloucester.

ALTERNATIVE EMPLOYMENT—Coordinating with record companies, radio, stations, music industries, film, theatre, publishing. Ideal for teachers bored by old subjects. Studio Employment Unlimited, Studio House, 30 Charlotte Street, London W1P 1HD. Tel. 01-580 9551. Positions.

TEACHER wanted in London to help look after baby on and from Jan. 1st, both at school. Hours flexible, live out. Small salary. Please phone previous charge Mrs. Barnett, 01-969 5475.

COMMON ENTRANCE.—Coach needed during Jan. of 1980 for maximum holidays for 12-year-old boy in Maida Vale and Leigh-h. Phone Rubury 741567.

Outdoor Education

CLWYD
COUNTY COUNCIL

NANT BWLCH YR HAEARN OUTDOOR PURSUITS CENTRE
Llanrwst, Gwynedd

Applications are invited from qualified teachers for the post of WARDEN/INSTRUCTOR at the above centre.

Candidates should be well experienced in Outdoor Pursuits and possess the appropriate qualifications.

Salary—Burnham Scale 3.

Application forms and further details available from the Further Education Section, (Room 55/56), to be returned by December 28th.

John Gwyer Davies, Director of Education. Education Department, Shire Hall, Mold.

MINERVA OUTDOOR VENTURE

is looking for full-time residential instructors with driving licence. Vacancies exist for anyone who likes working with young people and has some experience of caving, canoeing, rock climbing, sailing or other outdoor activities. Centre in South Wales.

Please apply IN WRITING to MINERVA OUTDOOR VENTURES, Crown House, 51 Crendon Road, High Wycombe, Bucks. (enclosing SAE).

NEWHAM
(London Borough of)
OUTDOOR ACTIVITIES CENTRE

Canoeing Instructor/Lifesaving Coach required by Mr. D. Courtman (Principal) for Easter, 1980.

Must be qualified to hold BU-CANOE Grade 2 and a strong team of outdoor education experience. Must have lifesaving courses for Secondary and Primary pupils and be able to train, recruit and help establish/maintain an adventure section.

Duties will also involve other environmental an adventure.

CHILTERN FIELD CENTRE
Dunstable, Bedfordshire

TUTOR IN ECOLOGY to undertake field studies courses for Secondary and Primary pupils and teachers. Preference for candidates holding M.Sc. or 1st class degree qualification. Research and/or teaching experience and interest in outdoor activities an advantage.

ORIELTON FIELD CENTRE
Pembroke, Dyfed

TUTOR IN ECOLOGY with interests in ecological origin or animal behaviour and/or botany, woodland ecology or invertebrate zoology.

PRESTON MONTFORD FIELD CENTRE
Montford Bridge, Shrewsbury

TUTOR in ECOLOGY : terrestrial ecology with experience in other plant ecology or invertebrate zoology.

LEICESTER
THE UNIVERSITY
SCHOOL OF EDUCATION
MASTER OF EDUCATIONAL STUDIES, 1980

The University of Leicester School of Education is establishing a course for qualified graduates who have been designated by their employing authorities as suitable for a year's full-time study at advanced level.

The course is for a minimum of one year full-time or two years part-time. Applicants may be required to attend for interview.

Application forms may be obtained from the Secretary, School of Education, 21 Londesborough Road, Stoke Newington, London N16 8RA.

BRENT
(London Borough of)
EDUCATION COMMITTEE

Required as soon as possible SPECIALIST TEACHER OF CHILDREN OF ENGLISH as a Second Language to be based at Willesden Centre. Although they may be required to work in other boroughs' schools the person appointed must be experienced in teaching children of primary school age who are not fluent in English. Car allowance payable.

Application forms may be obtained from the Borough Education Officer, Room 101, Town Hall, Wembley, Middx. HA9 6DH, to be returned within 14 days of the appearance of this advertisement.

EURO-JAPANESE EXCHANGE FOUNDATION

LANGUAGE TUTOR

Applications are invited from an appointment to be made in small groups and individual tuition of executives at this Bucks. Grammar School in High Wycombe.

Candidates should be graduates with a degree and substantial experience in teaching languages to adults. Knowledge of Japanese would be an advantage.

The salary is negotiable according to qualifications and experience.

Apply in writing to Euro-Japanese Exchange Foundation, Manor High Wycombe, Buckinghamshire.

T.E.F.L.

Full time for Treasurer of important Multi-party Open Learning Centre in Paris-based multi-media to Middle East, to 21 years.

We are looking for a well-qualified, well-trained teacher with experience (technical background).

Applicants must be British smokers and be in possession of a full clean driving licence. Nationals.

All replies will be kept confidential.

Send complete curriculum vitae (CV) to Mr. Andrew Lee, Head of Personnel, Hachette, 79 Wells Street, London W1P 3RE.

Educational Courses

LEICESTER
THE UNIVERSITY
SCHOOL OF EDUCATION
MASTER OF EDUCATIONAL STUDIES, 1980

The University of Leicester School of Education is establishing a course for qualified graduates who have been designated by their employing authorities as suitable for a year's full-time study at advanced level.

The course is for a minimum of one year full-time or two years part-time. Applicants may be required to attend for interview.

Application forms may be obtained from the Secretary, School of Education, 21 Londesborough Road, Stoke Newington, London N16 8RA.

DYSLEXIA! The Problem and Some Practical Teaching Methods—a four-day residential course at Wadham College, Oxford, 7th-10th January, 1980. Fee £95.—Details from : Dyslexia Institute, 133 Gresham Road, Staines, Middx. Tel. 01-755 0748.

English as a Foreign Language

BERKSHIRE

TEACHING with T.E.F.L. qualifications and degree wanted for Summer Holiday School in lovely country house atmosphere (also hours from London). Greater part of the year required in West Berks for regular position in well established school.

Reading of German essential. Please write full details to Box No. 2115, c/o The Times W1A 1BX.

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